



Civil Air Patrol Middle School Initiative

Listen, Learn and Lead Training Manual

15 June 2001



This text is produced by your Drug Demand Reduction Program



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15 June 2001

To All Middle School Initiative Participants,

The attached Listen, Learn and Lead Training Manual is designed to encourage Middle School Initiative (MSI) participants to focus on developing the leadership potential of Civil Air Patrol (CAP) cadets. CAP cadets will face demanding challenges as they fill CAP, military, and other leadership positions in the early 21st Century. Teachers, senior cadets, and senior members working together can encourage CAP members to develop the right leadership skills and character qualities to meet these challenges.

Teachers, senior cadets, and senior members are urged to create an environment that challenges cadets to reach their full leadership potential. Adults can make a lasting positive impression in the mind of young cadets by modeling good leadership. You are encouraged to read this manual, adapt the contents to your situation, and apply sound leadership principles as you interact with cadets.

Good leaders can be developed through education, practice, and experiences. Accordingly, cadets already study and meet a series of required formal standards and tests in leadership. This publication provides additional information on leadership that teachers, senior cadets, and senior members can use to work with cadets and perform other CAP responsibilities.

We are fortunate to have MSI participants both with and without prior military experience. Each participant brings a valuable background and perspective to the task of developing CAP cadets that contributes to CAP and our nation.

Thank you again for your valuable support to this program and our youth.

Sincerely,

ARTHUR G. LEVESQUE, Lt Col, CAP
Chief, Drug Demand Reduction

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Listen, Learn and Lead Training Manual

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Preface

The Listen, Learn and Lead Training Manual is designed for use by Civil Air Patrol Middle School Initiative (MSI) teachers, senior cadets, and senior members as they conduct training and other associated activities. Also, the leadership manual will help senior cadets develop their individual leadership qualities and skills. Although there is a wide variety of books and literature written on the subject of leadership, there is also a growing shortage of qualified leaders in both the military and private communities. This manual seeks to stir cadets' interest in leadership and to encourage them to develop their individual leadership qualities early in life. The manual brings together leadership information from several Civil Air Patrol, United States Air Force, United States Army, and other government publications as well as publications oriented toward the business, academic, faith, and sports communities.

This manual supplements the Civil Air Patrol Leadership: 2000 and Beyond text, which establishes procedures for a successful Civil Air Patrol leadership training program. In case of a conflict or the appearance of conflict, Leadership: 2000 and Beyond text takes priority over this manual.

Introduction

Purpose

The Listen, Learn and Lead Training Manual serves as a handy reference tool that will assist teachers, senior cadets, and senior members teach and develop CAP cadets to lead in the 21st Century. The manual encourages cadets to gain awareness of their individual development, to set short-term and long-term goals, and to take deliberate steps to learn and to practice positive leadership.

Framework

Listen, Learn and Lead are steps or stages in a framework for developing, learning, and practicing leadership. Leadership is a dynamic and changing process, so the steps or stages in this framework are not distinct, fixed, or separate. Listen, learn and lead represent steps, stages, or activities of a larger lifelong process of continual change, growth, and development. Figure 1 represents a Civil Air Patrol (CAP) framework for developing trained and educated leaders who are founded on character and values and shaped by education and standards. As CAP cadets move through the listen, learn and lead stages, teachers, senior cadets, and senior members play major roles in shaping their development as leaders.

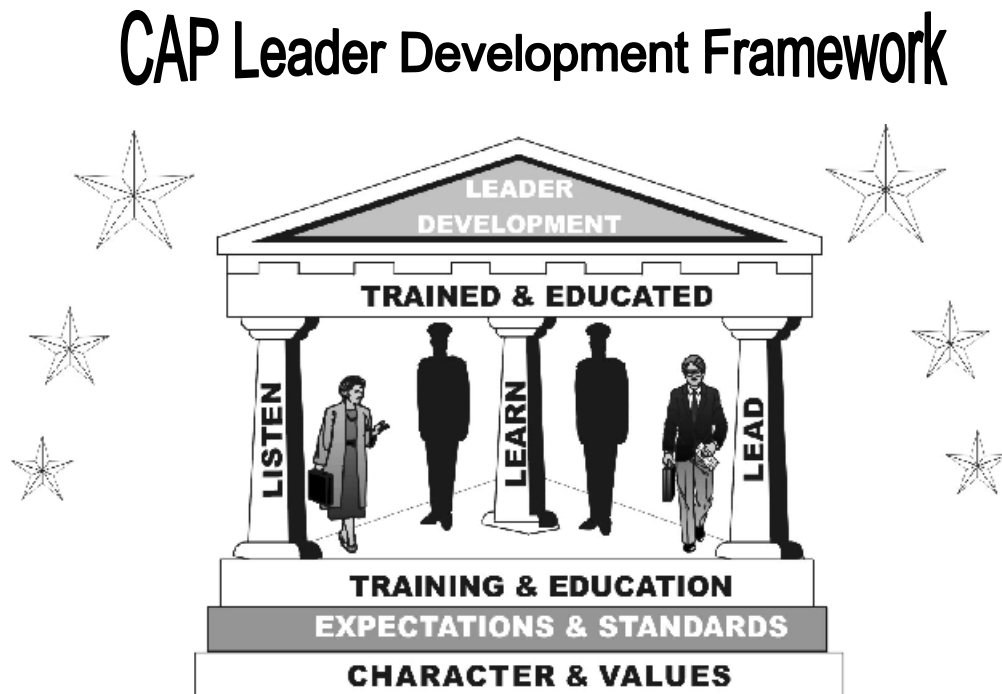


Figure 1. Civil Air Patrol Leader Development

Listen

Listening represents the process of receiving views, values, and concepts from others, the environment, and our experiences. The views, values, and concepts that are accepted become the

core values, other values, and attributes that form the individual's character. Character is a foundation for the development of leadership.

Learn

Learning is an ongoing process of acquiring information, knowledge, and ways (process and procedures) about leadership. Learning is also a basis for developing leadership skills, qualities, and characteristics. This process is continuous and it is influenced by feedback. Feedback, of course, can be constructive or destructive to the development of positive leadership qualities.

Lead

Leading is an active and visible process that is based on the qualities developed during the listening and learning phases. Leading is actually putting into practice leadership values, qualities, attributes, and skills to influence oneself and others to achieve desired objectives, goals, and or ends.

Chapter 1. Civil Air Patrol Culture

If one were to ask today's Chief Master Sergeant of the Air Force whether or not being a former Civil Air Patrol cadet pays big dividends in a quest for success, the answer would be "absolutely."

-Chief Master Sergeant of the Air Force James C. Binnicker, 1987

1-1. Role of Civil Air Patrol

Civil Air Patrol (CAP) continues a proud and honorable history of service. Prior to the United States' entry into World War II, many Americans involved in aviation argued for the creation of an organization to help defend the homeland in the event America entered the war. On 1 December 1941, one week before the attack on Pearl Harbor, the Civil Air Patrol was created as a volunteer organization to use American aviation resources, skills, airplanes and equipment to help protect the American homeland. These early volunteers performed valiantly during the war while executing coastal patrols, search and rescue, and other flying missions. Today, Civil Air Patrol continues to perform the missions Congress mandated in 1946: Aerospace Education, Cadet Programs, and Emergency Services.

1-2. Volunteer program

Civil Air Patrol is a civilian program and a volunteer organization. However, as an auxiliary of the U.S. Air Force, CAP is organized along military lines. CAP is organized into eight geographic regions as shown in Figure 2, with a wing in each of the 50 states, the District of Columbia, and Puerto Rico. These 52 wings are then subdivided into groups, squadrons, and flights.

Effective leadership within this volunteer organization requires leaders to practice leadership skills that inspire and motivate followers to willingly perform a given task or assignment. As a civilian volunteer organization, CAP members have the flexibility to respond in various ways to instructions and directives from individuals in leadership positions. Also, CAP leaders are granted only limited authority to cause others to comply with their instructions and directives. Therefore, leadership in CAP is based primarily on the willingness of potential followers to comply with instructions and or directives. Accordingly, teachers, cadets, and senior members can benefit from the study and application of effective leadership.



Figure 2. Civil Air Patrol Regions

1-3. Diverse membership

Civil Air Patrol has more than 57,000 members: 34,000 in senior-member and 23,000 in cadet programs. CAP members come from varied backgrounds and geographic areas. They represent career and employment fields ranging from police chiefs, schoolteachers, factory workers, farmers, to government and business leaders. They come from rural areas, big cities, and small towns. The official census of the United States concluded that the population of the United States in 2000 is more diverse than it was in 1990. CAP members, therefore, come from a society that is growing in diversity. The correlation between the changes in the general population and its effect on the conduct of CAP MSI activities is unclear at this time. It is prudent, however, to consider the change in population as CAP leaders assess and update the Civil Air Patrol leader development activities. This manual is focused on communicating with a diverse population of readers.

1-4. Diverse learning styles

Educators recognize that the learning styles of American students are diverse and advocate a variety of measures to meet some of the challenges associated with this diversity. Teachers and senior members can use the CAP program to address many of these requirements and challenges. The broad CAP curriculum and mission of Aerospace Education, Emergency Services, and Cadet Programs are designed to meet the needs of diverse learning styles and the diverse American population. The CAP curriculum and program challenge individual cadets, teachers, and senior members to solve problems that deal with aviation, rocketry and other topics ranging from theoretical concepts to practical hands-on exercises and experiments. Students are challenged to deal with human relations, ethical issues, and moral principles and subjects through leadership activities, classes, discussions, and human interactions that emphasize individual discipline and teamwork. Drill, physical fitness training and testing promote health and fitness education. Both progressive educators and CAP officials advocate the use of high standards of achievement and expectations in meeting the needs of our diverse student population. In the words of one county Superintendent of Education, "If you expect more, you get more."

Chapter 2. Examining Yourself and the Environment

By force of will and against his inner disposition, he created himself in the image to which he aspired.

-Blumenson, The Patton Papers

2-1. Examining yourself and introspection

Family, surroundings, and experiences influence the formation of your personality and character. You take in qualities from the outside through your personal, spiritual, social and other experiences. As you filter these experiences, the qualities you accept become a part of your inner self and form the core of your personality and character. As a youth, you further shape and develop your personality and character, which forms your identity as an individual. As you grow and adapt, you change this established personality and character from the inside to the outside. Your inward changes are shown to others in your decisions and actions. Perry M. Smith, Major General USAF (Retired), observed in his book, Rules and Tools for Leaders, that you are really five people. He concluded that you are: (1) who you are; (2) who you think you are; (3) who your subordinates or followers think you are; (4) who your peers or fellow cadets, fellow students, and friends think you are; and (5) who your superiors, teachers, senior members, and other adults think you are. As you seek to develop leadership qualities and lead, you can benefit from an honest examination of your inner self. Introspection and the practice of Socrates' maxim to be true to yourself will keep you from deceiving yourself and confusing others. Effective leaders should integrate the "five people" that General Smith discussed above to form one solid person that followers and superiors can rely on to respond the right way under all types of circumstances.

a. Listening to yourself. As you "listen" to yourself, you need to become aware of your values, strengths, and weaknesses. This self-awareness aids in establishing goals, making decisions, overcoming obstacles, and maintaining your perspective during periods of success and failure. Self-awareness and acting on what you discover are continual processes. In fact, it is a lifelong process of asking and answering difficult questions such as: Who am I? What is important to me? What motivates me to act? What is right and wrong? What do I want to be? What are my goals in life? As you examine yourself and answer these questions, you can then focus on the preparation that is required to achieve those goals. The following excerpt from "*The Washington Post*," 5 March 2001, highlighted a person, Mae Carol Jemison, an astronaut, who really listened to herself and did not allow anyone or anything to stop her from reaching for the stars.

On 12 September 1992, Jemison blasted off on the space shuttle Endeavor, the first woman of color to go into space. The daughter of a carpenter and a schoolteacher, Jemison grew up on the south side of Chicago. She zipped through school, winning a scholarship to attend Stanford University when she was 16. She became a doctor, served with the Peace Corps in West Africa and then joined NASA. Today, Jemison is a college professor, heads a technology consulting company and runs a science camp for 12 to 16 year olds. Here is how she remembers, in her soon to be published autobiography, Find Where The Wind Blows, being drawn to the stars:

“I would often walk up the hill to the public library on Hoyne Avenue, about a mile away from my house. Sometimes, I went with my sister, sometimes I went alone.... I often stayed at the library until it closed at 9 p.m. Walking home at night, I looked at the stars. Though I was still afraid of the dark as a concept, walking outside at night, looking at the stars, was liberating and not frightening. Cold nights were the best, because the stars appeared even more luminous. This, I learned from reading astronomy books, was because the cold air had fewer heat refraction waves. As I walked, I imagined myself working at the Polomar observatory in southern California, the largest mirror telescope in the world at that time....” Years later aboard the Endeavor, Jemison looked out the window and said, “Strange, but I always knew I’d be here. Looking down and around me, seeing the Earth, the moon and the stars, I felt just like I belonged right here...”

Cadets, ask yourself, “Will I reach the stars?” It’s your choice!

b. Listening to others. Parents, family members, teachers, friends, peers, and others’ comments and views about your individual development, worth, and future potential are important to the transformation of abstract thoughts, dreams, and beliefs into actual character traits and actions. From that broad range of views, the views you accept, particularly those accepted during the early years of life, play a major role in shaping your individual character and personality. Youths who grow up listening to views that encourage them to seek and achieve goals that are positive and constructive for developing their individual self, community, and country will tend to develop those types of leadership qualities. On the other hand, an individual that is taught and encouraged to seek goals that society considers negative, such as stealing, gang activity, or selling illegal drugs, may still develop strong and effective leadership qualities. The problem in this case is the direction of the leadership. Adults should consider how their communication of views will affect the development of students and other youths in their midst. At the same time, students should guard their eyes and ears from receiving views and values that encourage the acceptance and development of qualities that society considers negative or counterproductive to the development of their potential to be effective leaders. Overall, each person bears the ultimate responsibility for making moral choices that reject negative or counterproductive behavior and examples.

2-2. Examining your circumstances and your environment

You can learn from your neighborhood, your school, and environment in general and you can learn in spite of your environment. The key distinction in how you develop is your acceptance of what is or is not important and what is or is not desirable. Lessons learned from earlier successes and failures enable you to deal with larger situations later in life.

a. Overcoming your environment. The general environment plays a powerful role in shaping your development; however, you can overcome the negative effects of a bad environment. You can focus on particular situations, people, and ideals and extract lessons and qualities that can help you develop positive individual values and character traits. Based on your selection, you can then develop skills and practices that enable you to survive and grow, regardless of a negative environment. From these experiences, you can learn what works, what

does not work, and how to apply these lessons when you confront similar or more difficult situations later in life. A leader must also learn from observing others and from the environment. Abraham Lincoln learned as a boy to overcome the shortcomings and limitations in his environment. This future American president had very little opportunity to gain a formal education during his youth. He was also confronted at the age of nine with the death of his natural mother and, when he was nineteen, his sister died in childbirth. Young Abe, however, overcame shortcomings in his circumstances and his environment and developed character and leadership qualities that distinguish him as one of the best presidents in America's history.

b. Thinking and actions. Equipped with an accurate and honest assessment of yourself and how you and others perceive you, your circumstances, and your environment, you can then develop goals and standards for your life. It is your choice to make these goals and standards positive or negative. You can decide that you are a winner and that you can reach your established goals. On the other hand, you can decide that you are a loser and that you cannot accomplish positive goals or live according to positive standards for a variety of reasons. You can choose to let reasons like your background or your social and economic standing determine your destination in life. Or you can choose to think positive thoughts about yourself, and then develop winning habits to advance your progress toward achieving positive results. Just as negative thoughts can yield negative results, positive thoughts can unleash positive qualities that are already present in your inner self. You hold the key to your destiny.

(1) The following excerpt published in *"Healthquest Magazine"* (February/March 2001) from the life of Billy Blanks, nationally known fitness instructor, actor, and businessman exemplify the importance of self-awareness, believing in a higher spirit, and acting to achieve your goals.

Billy Blanks, the fourth of 15 children born to a hard-working couple in Erie, Pennsylvania was labeled a slow learner and placed in special education. Blanks was constantly ridiculed because of a hip abnormality that made him clumsy. He recalls that he was shy and quiet and never said much. Watching the mentally challenged students in his class, he realized that people were judging them from the outside and that he too was being looked at the same way. So, he began to push himself to speak up and to shine the light that he knew he possessed inside. Eventually, Blanks became a seventh degree black belt in Tae Kwon Do and earned black belts in five other martial arts forms. He later moved to California and through hard work and perseverance, he landed a job as a bodyguard to a famous actress, continued his martial arts training and developed Tae-Bo, his own form of martial arts. He eventually opened the Billy Blanks World Training Center where he trained celebrities such as Paula Abdul, Shaquille O'Neal, Brooke Shields and Goldie Hawn. Today, Billy Blanks' fitness tapes are distributed nationally and internationally. He likes to speak to our spirit and remind us that, "To endeavor means to hold on. Hold on to what you believe in. Do it everyday."

(2) Blanks could have chosen to let his circumstances take over his outlook on the future. He could have let the ridicule and his hip abnormality limit his development. Instead, his observation of how others perceived mentally challenged children and him caused him to examine his inner qualities and decide to act to overcome his situation and rise above his circumstances. As you look at his trim, muscular and athletic body featured today on exercise videos, you see an example of a person who decided to work hard to turn a negative situation into a positive outcome.

(3) When circumstances give you negative situations or problems, think of those negative comments, problems, and situations as “lemons,” and change those lemons into lemonade. When you greet circumstances with this type of positive attitude, you can handle difficult situations and overcome many challenges. History and current experiences show many examples of leaders who turned bad situations into success and victory.

The story of Joshua L. Chamberlain, a Maine schoolteacher, who commanded the 20th Maine Regiment of the Union Army during the Battle of Gettysburg in July, 1863, reinforces this point. Colonel Chamberlain was given a group of Union soldiers from his home state of Maine to punish for their acts of cowardice and desertion during an earlier battle. Chamberlain could have sentenced them to death by a firing squad. As a former schoolteacher, however, Colonel Chamberlain saw their potential to contribute to their country as soldiers and citizens. He did not sentence them to death. Instead, he made them a part of his regiment. When the 20th Maine Regiment arrived at Gettysburg and were again thrown into the heat of the battle, they were assigned a critical hilltop, Little Round Top, to defend. They defended the position against repeated attacks by a larger Confederate force determined to break through the Union line by overcoming Colonel Chamberlain’s regiment. With little ammunition remaining, the former schoolteacher decided to lead his regiment in a counterattack against the charging Confederate force. This stopped the Confederate advance and caused them to withdraw. At the point that the counterattack could have failed, he rejected soldiers fired into the exposed flank of the confused retreating soldiers, which caused them to break and led to the Union Army defeat of the Confederate Army at the Battle of Gettysburg. The outcome of this battle led directly to the defeat of the Confederate rebellion and the preservation of the American Union. This is an example of taking “lemons” (the rejected soldiers) and “making lemonade” (the defeat of the Confederate charge and subsequent victory).

The experiences of life will provide you an ample supply of lemons; the rest is up to you.

Chapter 3. Character Development

[We should] invite the people to erect the whole building with their own hands, upon the broadest foundation....For the people [are] the source of all authority and power.

-John Adams, 1774

3-1. Character, a foundation for leadership. In simple terms, character applies to the moral qualities that determine the way a person thinks, feels and acts in the important matters of life, especially those relating to the principle of right and wrong. Your character forms a solid foundation for your development of leadership. It is made up of two interacting sets of characteristics: values and attributes. Character, like the foundation of a building, often may not be visible to the casual observer; however, the quality of one's character is shown during periods of stress. A foundation is weakened by flaws and shallowness in its composition and will give way and even collapse during periods of testing and stress. On the other hand, strong character qualities form a solid foundation that will support a leader during periods of testing and stress. In many cases, a solid foundation will continue to stand even after the building falls. The same is true for leadership. When you lead based on character, those things you do will continue to exist and to reap benefits long after your departure from that leadership position. This is most evident in the way your leadership affects the development of followers, students, and people in general who come in contact with you. Even a brief period of leadership can affect a person that witnessed you and your actions or was affected positively by your actions.

3-2. Developing character. The development of character is a lifelong process that starts early in a person's life and builds as the person matures. A central focus of this lifelong process is the development and cultivation of positive core values, other lesser values, and attributes. Parents, teachers, and other leaders play a major role in helping the youth to choose to develop the right character traits.

a. Core values and Civil Air Patrol. Individuals and organizations hold certain ideals and values central to their identity and culture. These ideals and values are enduring and become the core values that lie at the heart of the individual's personality and the organization's culture. Core values guide individuals and organizations in making choices and achieving standards when confronted with life's decisions and challenges. They also form boundaries or limits of what is acceptable or unacceptable behavior in various situations. Throughout the history of the U.S. Air Force, the U.S. Army and other military services, core values formed a fundamental part of their culture. The core values of institutions evolve over time and the values of individuals form an essential foundation of character. Character in turn, forms an essential foundation of leadership. The military services and now CAP recognize the important role core values play in leadership.

In 1990, the U.S. Army described its ethic as "Loyalty, Duty, Selfless Service, and Integrity." At that time, it described the individual values of its members as "Competence, Courage, Commitment and Candor," which became known as the four Cs. By 2001, the Army combined these institutional ethics and individual values into one list of core values that is tied directly to

leadership. As in the past, the current list of Army core values prescribes what the institution and its individual members must be, know, and do to give identity to the organization and to bind the individuals together. Using the first letter of the first word in each, the list of values spell leadership abbreviated as LDRSHIP. So, the Army core values are “Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage.” The Air Force core values initiative also has a history—a history that goes back at least 25 years, and some people argue that it goes back to the late 1950s. In 1995, the Secretary of the Air Force, Shelia E. Widnall and Chief of Staff, U.S. Air Force, General Ronald R. Fogleman approved “Integrity first, Service before self, and Excellence in all we do” as the core values for the U.S. Air Force.

With Civil Air Patrol National Board’s adoption and approval of a set of core values in February 1999, CAP also gained values to govern the personal and professional conduct of CAP leaders and members. These core values: “*Integrity, Volunteer Service, Excellence, and Respect*” form an ethical framework that is designed to guide the behavior of CAP members. This set of common values also serves as standards to guide members’ decision-making and their actions. They improve communication among members and enable them to rise above acting on the basis of their individual likes and dislikes. Building teams, groups, and organizations is made possible when members share a common set of values. Fundamentally, you can think of CAP core values as follows:

Civil Air Patrol Core Values

- **Integrity is the willingness to do what is right even when no one is around.**
- **Volunteer Service refers to the fact that professional duties take precedence over personal desires.**
- **Excellence means you strive for improvement.**
- **Respect means you treat each other with professional courtesy.**

b. Other values. Your attitude about the worth of people, concepts, and other things also form your other personal values. Through personal experiences, these values are developed in childhood and refined through life experiences. Values play major roles in influencing the direction you choose when confronted with various decisions of life. For example, you can choose to cooperate or not cooperate with others. You can choose to study or not study. You can also choose to keep your clothing and uniform clean and neat or not keep them clean and neat.

c. Ethics. Individual and CAP values assist you in making choices between right and wrong. The choices and decisions you make in dealing with moral issues and practices about doing right or wrong demonstrate your ethical standards. Your decision to live and act in accordance with family, school, and CAP rules and other high standards of conduct reflect high ethical standards. A leader must demonstrate high ethical standards in all endeavors. In each of the military services and CAP core values discussed above, integrity is stressed as an absolutely essential value. Integrity is a value and character trait that also covers other moral traits. The Air Force

defines those traits as courage, honesty, responsibility, accountability, justice, openness, self-respect, and humility. The bottom line in leadership is that the leader must always do what is right. If you are trying to do what is right, good leaders will even support you when you make a wrong decision. In fact, the military profession and the military academies stress honor and ethics as essential qualities to the military profession. The following excerpt from an United States Air Force Academy (USAFA) publication provides insight into the importance the USAFA attaches to honor and ethics. Part of your leadership preparation is to start practicing these qualities early and to make them a part of your way of life.

Honor and Ethics

Excerpt from *Contrails*, a USAFA publication, Volume 33

United States Air Force Academy

The nature of the military profession demands that you have high ethical standards because, as an Air Force officer, your decisions can have a devastating impact on others' lives and property. For that reason, *integrity*, or the capacity to do what is right even when faced with negative consequences, must be the basis of an officer's ethics. Without this quality of character, a cadet cannot set the proper priorities between self-interest and his or her official responsibilities to the unit, mission, Air Force and country. The Cadet Honor Committee is the cadet organization chartered to help foster an atmosphere at USAFA in which each cadet can develop and internalize a personal sense of integrity to graduate with the character necessary for responsible officership.

The *honor code* is the facet of professional ethics most familiar to cadets. At the beginning of the fourth class year, each class takes the following oath: **"We will not lie, steal, or cheat, nor tolerate among us anyone who does. Furthermore, I resolve to do my duty and live honorable, so help me God."** This oath—simple and direct in its wording—is a contract with the rest of the wing that each cadet will meet his or her public responsibilities to the academy community by putting the wing's interests above whatever personal advantages would accrue to him or her by lying, stealing, cheating, or tolerating. The honor code represents a minimum standard of honesty each cadet is expected to surpass. Because it is based on integrity and governs all aspects of cadet life, the honor code is perhaps the most important and rewarding aspect of officership training at USAFA.

Let us look at each of the four tenets of the honor code in turn. *Lying*—a cadet's word or signature is his bond; regardless of consequences, cadets are expected to tell the truth at all times. *Stealing*—depriving another of the possession or use of his or her property shows callous disregard for his or her rights; cadets are expected to respect these rights at all times. *Cheating*—taking unfair advantage of others is particularly tempting in a highly competitive academic environment; cadets must always ensure they are graded on their own work. *Non-Toleration*—the non-toleration clause is the backbone of the honor code because the clause makes it clear that each cadet has a personal obligation to enforce high ethical standards in the cadet community.

d. Attributes. These are qualities or characteristics of leadership that belong to a person. Mental attributes of a leader include will, self-discipline, initiative, judgment, self-confidence, intelligence and cultural awareness. Physical attributes include health fitness, physical fitness,

and military and professional bearing that can be developed. Emotional attributes include self-control, balance, and stability. To develop and maintain these attributes, cadets and other aspiring leaders must study, train, and learn continually.

e. Patterns of behavior. As you make individual decisions based on the values you develop, you form patterns of behavior that become habits. Later in life you will tend to respond to similar situations the same way you responded to them earlier in life. So, it is important to develop good values and good habits early in life and to use them as a basis to guide you in decision-making and in your actions. Current decisions not only affect current situations, they also affect how you will respond to similar situations when you confront them in the future. An example of this can be seen in the familiar story of David and Goliath.

When we think about David fighting the giant Goliath, we often focus on the fact that little David faced the giant armed only with a sling shot and stones as his weapon. We do not focus, however, on the fact that David had faced other dangerous challenges earlier in life as he defended his sheep from other threats. As a boy he defeated a bear and a lion and gained confidence and courage that helped him face and defeat the giant Goliath later in life. A key point that is often overlooked is that Goliath made big threats, however, he was a big bully that had not been tested. While David on the other hand had developed a victorious pattern of behavior.

As you overcome small challenges, you too can develop winning habits and patterns of behavior that will enable you to also “slay the giants” that try to block your growth and slow down your progress.

f. Process of changing. Outward changes in your personality and character are reflections of changes in the core values, other values, and attributes you hold on the inside. Figure 3 illustrates that your outward actions are reflections of the core values, other values, and attributes that make up your character and personality. As the figure illustrates, core values lie at the center of your character and personality. They are buried deep inside you and are our most important and enduring values. Core values influence your decisions, habits, and actions that say, “I will not do this act or I am not going beyond this point or position.” Core values influence your decision to not kill and, as the honor code above discussed, to not steal, lie, or cheat, or tolerate those who do. Other lesser values are not as deep and they are easier to change. An example of other values is your decision to keep your room clean. You may consider this as important, but circumstances can make you change your decision, sometimes easily. Attributes are those surface qualities other can see, like your smile and pleasing personality. So when you decide to change, you change from the inside. To make a core change in your life, change a core value. To make a lesser change, change a lesser value. And those quick surface changes are just a change in an attribute that can quickly return to its original state.

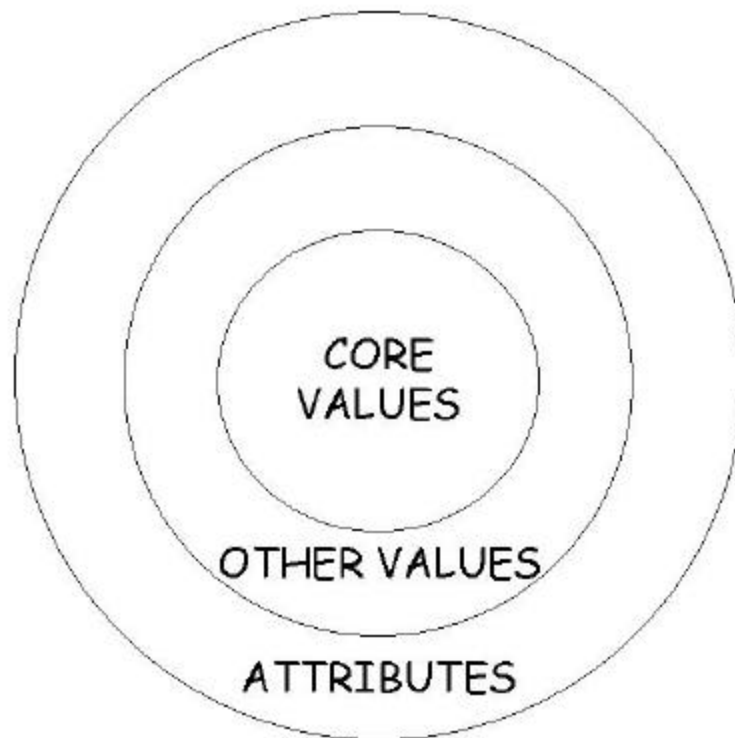


Figure 3. Core Values, Other Values, and Attributes

3-3. Character traits. The essential role character traits play in leadership is widely accepted in the faith, business, academic, sports, military, and other communities. Although the following list of character traits were not written for the military community, they are equally applicable to leaders in the military and Civil Air Patrol. You can use this list as a checklist and compare your character traits with the ones on this list. CAP teachers, cadets, and senior members can also use the list as a starting point for discussions about character traits.

Character Traits Essential to Leadership

- **Honorable.** Possessing honor; uprightness of character; personal integrity.
- **Cheerful.** Being in good spirits; reflecting willingness and good humor; pleasant.
- **Tolerant.** Inclined to tolerate the beliefs, practices, or traits of others.
- **Courageous.** Having courage under difficult or dangerous conditions.
- **Encouraging.** Giving courage, confidence, resolution, inspiration or hope.

- **Kind.** Of a friendly, generous, considerate, warm-hearted, or helping nature; a willingness to do good or give pleasure.
- **Humble.** Marked by modesty in behavior, attitude, or spirit; not arrogant or prideful.
- **Competent.** Properly or sufficiently qualified; capable.

PART TWO: BUILDING LEADERSHIP--LEARN

Leadership and learning are indispensable to each other.

-John F. Kennedy

Chapter 4. Key Leadership Terms and Concepts

All bosses have a boss.

-Anonymous

4-1. Leadership and followership. What is leadership and is it important in the development of a person? Can you learn leadership or is it an innate quality at birth? How does leadership apply to a person's development? Is leadership required or can you skip the entire concept of leadership and get along fine in life? These are personal questions that each individual can best answer for himself or herself. Depending on the circumstances, each individual in a situation, can be viewed as either a leader or a follower. There is no neutral position, so in each situation you can seek to act as a leader or accept your role as a follower. Everyone moves back and forth, acting one minute as a leader and the next as a follower. Even the President of the United States, "the leader of the free world," acts as a follower when he or she responds to the decisions of the American public.

a. Leadership defined. Leadership is a broad term with many meanings. There is no single definition of leadership that is widely accepted within the military, academic, business or any other community. Even within the military, each service defines leadership differently.

(1) The World Book Dictionary defines leadership as: (1) the condition of being a leader; (2) the ability to lead; and (3) guidance or direction. From these three definitions, we see that leadership is very personal. In the first definition, leadership is influenced by the condition, nature, qualities and traits that form the constitution of the leader involved. In the Army's Be, Know and Do model of leadership, this is termed the "Be" aspect of leadership. In the CAP Listen, Learn and Lead (L3) Training Manual model of leadership, this aspect is termed "Listen." World Book's second definition of leadership, "the ability to lead," suggests that the leader's abilities, including skills, knowledge, and capabilities are important factors in leadership. Again, Field Manual 22-100, Army Leadership: Be, Know, Do, describes this as the "Know" stage and the CAP L3 manual describes this as the "Learn" aspect of leadership. Finally, World Book's third definition of leadership as guidance and direction relates to the Army's "Do" and the CAP L3's "Lead" stage. This third stage is action oriented and focuses on achieving results.

(2) CAP's Leadership: 2000 and Beyond text offers this definition of leadership: "Leadership is the process of influencing people to achieve a common objective or goal or mission." Thus, leadership is a process that involves getting people to achieve common results. So, the leadership process must take into account the people involved as well as the objective, goal, or mission the leader is seeking to achieve. Leadership must be dynamic because all people and most situations are dynamic.

b. Followership defined. CAP's Leadership: 2000 and Beyond offers this definition of followership and a list of its principles. "Followership is reaching a specific goal while exercising respect for authority, a positive attitude, integrity and self-discipline. To be an

effective follower, a person must develop many of the same personal qualities, specific skills, and self discipline that are required of a leader.” Many of the same things that make you a good follower also make you a good leader. Take a look at the list of principles of followership and identify ones that are also principles of leadership.

Principles of Followership

- **Integrity** is honesty and honor. You build upon this foundation while in CAP and throughout your life.
- **Attitude** is your state of mind that lies behind your actions. Your goal in CAP is to help others build a positive attitude and constructive state of mind.
- **Discipline** is self-discipline. It guides your actions and comes from inside yourself. Your goal in CAP is to perfect your sense of discipline. The greater goal of achieving group discipline builds upon self-discipline.
- **Loyalty** is an important part of dedication. Loyalty runs up and down the organization and it must be earned.
- **Courtesy** is your way of showing politeness and personal recognition to others. Courtesy is essential in developing cooperation and *esprit de corps*.

4-2. Relationship of leadership and followership. These terms are fundamentally different; yet they are interdependent with each other. There is no leadership without followership and vice versa.

a. Relationship of followership and leadership. The process of leadership includes both leaders and followers working together to achieve a common objective, goal, or mission. Since the leader and follower share many of the same qualities and skills, a person that learns to be a good follower will often develop into a good leader. Furthermore, a person must frequently change between the roles of follower and leader constantly by receiving guidance and direction as a follower and then providing guidance and direction as a leader. Both the leader and the follower and their relationships are essential to achieve the common objective, goal, or mission. One cannot exist without the other. A person is not a leader without followership and vice versa. Good followership can help improve the performance of leaders. Correspondingly, poor or uncooperative followership can distract from the performance of even good leaders. The development of a trusting and respectful mutual relationship between the follower and leader are core elements that foster solid teams, organizations, companies, and institutions.

b. Relationship of leadership and management. Strong leadership and management are both needed to influence individuals, teams, and organizations to achieve the best results. Managers and leaders may share with followers in doing the work to set the proper example and to participate as a member of the team. In order to accomplish more than one person can do, however, the manager and leader seek to focus the efforts of the group. Management involves the organization, coordination, and employment of resources to accomplish the predetermined

objective. Leadership on the other hand, focuses on inspiring and motivating people to accomplish predetermined objectives. Managers also provide leadership and leaders also manage resources. Therefore, leadership and management are complementary principles and terms. The goal of an effective leader is to develop the skills, character, and background to also be an effective manager. The leader employs leadership and management to achieve the desired predetermined results. Another way to get the full benefits of the complementary aspects of leadership and management is to match a person, team, or organization with strong leadership qualities with a person, team, or organization with strong management qualities. The leader type can inspire followers to change and move in a new direction. The manager type on the other hand can keep a solid organization running smoothly.

Chapter 5. Leadership Development

Building leaders for tomorrow.

-CAP 2000 Annual Report to Congress

5-1. Leaders and vision. Those that aspire to be leaders should develop a vision of themselves as leaders. Vision is a keen sense of the possible. Therefore, young people should look beyond their present situation and visualize the possible. Reading about the lives of successful leaders, particularly the part that explore their youthful years is a good way to look beyond your own circumstance and form a sense of the possible. Reading about the lives of notable individuals such as George Washington, Abraham Lincoln, Dwight Eisenhower, Billy Mitchell, Amelia Earhart, Ira Eaker, Carl Spaatz, Benjamin O. Davis, Jr., Martin Luther King, Jr., Wilma Rudolph, George C. Marshall, and Colin L. Powell can encourage and orient leadership development.

5-2. Goals of leaders. Achieving the desired vision is at the heart of leadership. It is the vision that provides context, purpose and meaning for the leader's actions. Objectives, goals, and even mission statements can be thought of as milestones along a path to the achievement of a desired vision. Successful leaders take a noble idea and do something about the idea. This is expressed at a high level by the Founding Fathers of the American Revolution view that humankind had an inalienable right to be free. From that noble idea, George Washington, Benjamin Franklin, Thomas Jefferson, and other leaders of the American Revolution "formed a more perfect union," America. A practical goal of leaders, therefore, is to lead an element, team, organization, company, or institution to achieve a desired objective, goal, or mission oriented toward a desired vision or stated end.

5-3. Standards of leaders. As a leader, your major responsibilities are to establish and model the standards for your followers to use as a measure in their decision-making and performance. The standards that leaders establish and model will influence the decisions and actions of followers and make a difference in their level of achievement. When you as the leader demonstrate that a particular practice, action, or function is important, or not important, your example will encourage others to adopt the same attitude toward the practice, action, or function. However, if your actions and words are contradictory, your example will be misunderstood or ignored. Therefore, leaders must set the example and "walk their talk." We find a model of this type of leadership by example from an account of the most prominent American Founding Father.

A noncommissioned officer was directing the repairs of a military building during the American Revolution. He was barking orders to the soldiers under his command, trying to get them to raise a heavy wooden beam. As the men struggled in vain to lift the beam into place, a man who was passing by stopped to ask the one in charge why he wasn't helping the men. With all the pomp of an emperor, the soldier responded, "Sir, I am a corporal!" "You are, are you?" replied the passerby, "I was not aware of that." Then, taking off his hat and bowing, he said, "I ask your pardon, Corporal." Then the stranger walked over and strained with the soldiers to lift the heavy beam. After the job was finished, he turned and said, "Mr. Corporal, when you have another

such job, and have not enough men, send for your Commander in Chief, and I will come and help you a second time.” The corporal was thunderstruck. The person speaking to him was General Washington!

If you aspire to be a leader that inspires others to follow your leadership like General George Washington, then you must be willing to serve others and to lead by example.

a. Establish high standards. CAP expects leaders to live and work by the highest personal and professional standards. In turn, you as a leader should establish high standards for the decisions, conduct, and actions of your followers. The leader’s high standards will influence the members of the team or organization to push themselves, to use their creativity, and their full capabilities to achieve those high standards. An effective leader will establish realistic standards that his or her followers can achieve and still reach the desired goals. When the leader establishes goals that are mediocre, low, or wrong, his or her followers will also adjust and achieve only mediocre, low, or wrong goals or results. In short, leaders that establish high standards can expect high results and leaders that set low standards should expect low results.

b. Communicate the standards clearly and consistently. Once the leader establishes the standards, he or she must communicate those standards to his or her followers in a clear and consistent manner. Followers should not be expected to meet or surpass standards that they don’t know or understand or to achieve high standards consistently when they are confused about what is expected from them. Leaders that say one thing and do another should expect mixed results at best.

5-4. Skills of leaders. Leadership skills, which are the practices and abilities individuals employ as leaders, can be acquired or developed by learning, practice, and experience. Field Manual 22-100, Army Leadership: Be, Know, Do, divides leadership skills into four categories. Those categories are interpersonal (dealing with people), conceptual (thinking and reasoning), technical (job related) and tactical skills, (employing teams and organizations) in operational situations. Although the military services have different missions and organizations, these skills apply to leaders across the board to include Civil Air Patrol leaders. Leaders remain the key to pulling everything together and getting the job done in CAP. Consequently, the leader’s challenge is to learn and know the members of your team or organization well enough to get them to willingly accomplish the desired goal. Leaders must also learn to analyze the situation, visualize or conceptualize the desired outcome, and select options to achieve the desired goal. For example, leaders in CAP must study and learn aviation, rocketry, communications, first aid and the other technical aspects of CAP to accomplish the job and to gain and maintain the respect and confidence of followers and peers. Finally, the leader must pull all of the other skills together and lead the team and organization in the accomplishment of its mission.

5-5. Eight Common Leadership Personality Traits. There are certain fundamental attitudes and traits you must have to be a good leader. To help you develop and demonstrate leadership that will encourage you to seek positive goals and to inspire others to follow you, Civil Air Patrol categorized the most common personality traits in successful leaders. That list is summarized below.

Eight Common Leadership Personality Traits

- **Integrity of character.** Integrity is the most important trait in a leader. Integrity leads you to do the right thing whether others are observing you or not. The key to integrity of character is to be honest with yourself.
- **Sense of responsibility.** This is the driving or motivating force that causes you to do what must be done, even when you do not feel like doing it.
- **Professional competence.** You must know your job. So you must study, learn, practice, and listen to others that you respect to gain the required skills.
- **Enthusiasm.** The leader shows energetic faith and interest in his or her qualities, and in reaching his or her goals and ideals. A leader must have enough faith to take a chance.
- **Emotional stability.** If you do not know your emotional self, you can make bad decisions, treat your followers improperly, and lose your ability to lead others. If you cannot control your anger when you face minor difficulties, you will not be calm and objective when you face major crises. Learn to practice self control.
- **Empathy.** Identify with others and learn to recognize and respond to their needs. Learn to balance this with getting the job done.
- **Tact.** Say and do the right thing at the right time with consideration for the feelings of others. Criticize clearly and constructively. Do not put down fellow cadets or others.
- **Self-confidence.** This is the inner strength to overcome obstacles. The secret of successful leaders is a strong determination and belief in their inner self.

Chapter 6. Styles of Leadership

Leadership can be learned by practice and study, just as the pilot learns to fly or the athlete learns to play baseball.

-Air University (AU) –24, Concepts for Air Force Leadership, page 323

6-1. Leadership styles. There are many styles of leadership just as there are many leaders. Your leadership style is the way you supervise or work with someone. You will observe a wide range of leadership styles as you progress in school and Civil Air Patrol. You may ask which is the best leadership style and which style should I adopt to apply as a leader? One short answer is that the best leadership style is the one that gets the job done under the given circumstance. This answer, however, is incomplete and pays little attention to the human relations factors that are always present in leadership situations. Generally, you will need to motivate people to achieve goals common to themselves and their group. This is difficult because you must put yourself in their roles and understand their characteristics and viewpoints. You must get the job done, yet, meet the needs of your people.

6-2. Autocratic. In this style, the leader and follower use orders, directives and power to cause compliance. Use the authoritarian style when you have time limits, critical situations, or when individuals cannot respond to less direct approaches. This style works well when you are leading individuals or a team that is highly trained to perform the required task or tasks under the existing circumstances or conditions. If the authoritarian style is used excessively and exclusively, it becomes counter-productive because then, it is based on fear. People cannot exercise their full potential in this type of atmosphere.

6-3. Democratic. Members participate in making decisions in the democratic style. The democratic or participative style of leadership is used so all the members of the team or organization can take equal parts in achieving their common goal. You can use this style when there are few time limits and all the members want to achieve the common goal. This style is most effective when the members conduct effective listening, rational discussion, and consideration of others. Members of the team or organization must be well educated or trained in their assigned tasks, operations, or functions to use this style effectively. The team leader remains responsible, however, for all final decisions.

6-4. Coaching or mentoring. The leader using the coaching or mentoring style directs, supervises, and explains decisions. The leader asks followers to also make decisions and support the overall progress of team or organization in achieving the desired goal. Use this style when followers become disillusioned and need instruction and encouragement. This style is effective in getting disillusioned learners back on track, particularly when the leader employs a patient step-by-step method, and provides feedback to encourage better performance.

6-5. Laissez-faire. Laissez-faire, meaning “to permit to do” style is a “hands-off” approach. Use this style when you conclude that the members of the team are coordinated and productive and the team or organization is working well to achieve the desired goal. The leader using the

laissez-faire style should remain and observe the team or organization operating, not just go off and leave them operating without a leader. The difficult task for the leader is to use wise judgment and know when to step in and provide guidance and direction. You should not step in and make changes just because the group is achieving the goal in a different way than you would. At the same time, the leader should not stand by and let the members operate or continue to operate in a way that will not achieve the desired goal or is not right. When the leader observes or learns that the members are off course, the leader must act to get them back on course to achieve the desired goal.

6-6. Knowledge. This style of leadership refers specifically to leaders using information and knowledge to accomplish goals and often refers to leadership in the Information Age of the late 20th and early 21st Centuries. In a broader sense, great leaders and thinkers of the past recognized that leadership and knowledge were always connected since envisioning the goal actually precedes the act of leading others to achieve that goal. Today's leaders agree and recognize that knowledge and leadership go together. The knowledge style of leadership is viewed as one in which the leader uses information and knowledge to adapt to the 21st Century environment of high technology, information, instant communication and constant change.

6-7. Effective and ineffective leadership styles

a. Leadership styles: When effective and when ineffective. As previously stated in this chapter, there are different styles of leadership that are required for different situations. Students like to believe that they are democratic leaders because that is the style that fits in with dealing with their peer group. What they must understand, however, is that they may have to switch to a different style of leadership to get the job accomplished. The listing below is a summary of the characteristics of the five leadership styles discussed in this manual and highlights the circumstances when the particular style is effective and when it is ineffective:

Five Leadership Styles When Effective and Ineffective

(1) Style -- Autocratic or Authoritarian

Characteristics

- Tells others what to do
- Limits discussion on ideas and new ways of doing things
- Group does not experience feeling of teamwork

When effective

- Time is limited
- Individuals/group lack skill and knowledge
- Group does not know each other

When ineffective

- Developing a strong sense of team is the goal
- Members have some degree of skill/knowledge
- Group wants an element of spontaneity in their work

(2) Style -- Democratic or Participative

Characteristics

- Involves group members in planning and methods
- Asks before tells
- Promotes the sense of teamwork

When effective

- Time is available
- Group is motivated and/or a sense of team exists
- Some degree of skill or knowledge among members of group

When ineffective

- Group is unmotivated
- Member have limited skill or experience in the activity
- High degree of conflict present

(3) Style -- Coaching or Mentoring

Characteristics

- Provides a relevant plan of action
- Facilitates actions by the group
- Pays attention to individuals and encourages them

When effective

- High degree of mutual respect exist
- Individual wants to learn
- Participants desire to achieve

When ineffective

- Respect between coach and team missing
- Acts motivated by selfishness
- Participants unwilling to cooperate

(4) **Style -- Laissez-faire or Hands Off**

Characteristics

- Gives little or no direction to group/individuals
- Opinion is offered only when requested
- A person does not seem to be in charge

When effective

- High degree of skill and motivation
- Sense of team exists
- Routine is familiar to participants

When ineffective

- Low sense of team/interdependence
- Low degree of skill/knowledge
- Group expects to be told what to do

(5) **Style -- Knowledge or Teaching**

Characteristics

- Learning is encouraged and continual
- Organization and actions respond to information
- A person does not seem to be in charge

When effective

- Individuals are empowered
- Goals are understood and accepted by participants
- Participants are knowledgeable and/or eager to learn

When ineffective

- Goals are not understood or accepted by participants
- Low degree of skill/knowledge and interest in members
- Members expect to be told what to do

b. Leadership style exercise -- What would you do? You have just been appointed the “person in charge” of the five situations listed below. From the five leadership styles discussed in this chapter and summarized in the previous chart, identify the type of leadership style that would work best in each situation and briefly outline what you would do while using that style of leadership. Although the situation may appear similar to a previous one, you cannot repeatedly apply a particular style of leadership and achieve effective results every time. In each situation, you should listen to the people involved, assess the circumstances, and select a course of action that you conclude will help you achieve the desired goal.

Read each situation below. Compare the conditions in the exercise situation to those listed as effective or ineffective under the five leadership styles discussed. Select a style and consider the expected results or outcome of your applying this leadership style to the particular situation. For example, in responding to situation (5) below, you read that available time is limited, that your friends are eager to complete the tasks and that they are asking you to tell them what to do. As you think about the five leadership styles, you note that the autocratic or authoritarian style is effective when time is limited and the group lacks knowledge. On the other hand, this style is ineffective in developing a team, when members are skilled or knowledgeable, and when members want spontaneity. You also note that the coaching or mentoring style of leadership is effective when mutual respect exists between the leader and the group, individuals want to learn, and when participants desire to achieve. In this situation, the amount of time available to complete the tasks is a key factor in your selection of which style to use. If little time is available, the autocratic or authoritarian style of just telling the group what to do is an effective approach. If more time is available, you may want to use the coaching or mentoring style where you provide a plan of action, help individuals complete their assigned task, and encourage the group as they work to implement the steps in the plan. As a leader, you choose the style of leadership that best fits you and the situation. Also, you must evaluate the effectiveness of the leadership style you choose and make adjustments as the situation and the people involved change.

(1) You find yourself in a group in a class that has to write and put together a dramatic CAP presentation that will be filmed on video. There are people of all types of abilities in the group and most seem pretty keen on doing the project.

(2) The flight commander is away in the hospital but everyone has done the job before and they like working at their jobs and tend to socialize after work as a group. A crisis occurs that involves everyone, but you can't call the flight commander.

(3) You find yourself in a group doing an assignment that nobody wants to do, including yourself. Unfortunately, this assignment will decide whether you and only a few others pass the course.

(4) A committee is planning the annual Christmas party for cadets and their families. Last year was one of the better parties and all of the people who are working this year had a job on last year's committee.

(5) You have thirty minutes left to decorate your house for your best friend's surprise birthday party. Other friends have started decorating, but they keep asking you what to do.

Chapter 7. Types of Leaders

Good leaders are people who have a passion to succeed....To become successful leaders we must first learn that no matter how good the technology or how shiny the equipment, people-to-people relations get things done in our organization. People are the assets that determine our success or failure. If you are to be a good leader, you have to cultivate your skills in the arena of personal relations.

-Ronald R. Fogleman, Former USAF Chief of Staff

Leaders may be grouped into types based on where they derive their power (authority or influence) and on their level of interaction with followers (direct or indirect). We can see the distinction as we review several common types of direct and indirect leaders.

7-1. Formal and informal leader. An authority official designates a person to his or her formal leadership position or role by appointment, promotion, or some other formal method. As a result, the designated leader owes allegiance to the designating authority, board, or official. In contrast, the informal leader is a person that the team or organization chooses to follow and respect. The informal leader in a group is the one that comes up with an idea or plan that others in the group readily adopt to put into action. The informal leader derives power and influence from the willingness of the group members to adopt and implement his or her views and decisions. When you are designated as the formal leader, you can also gain the willingly support of the members of your group as you work to earn their respect and show your commitment to protect their interests as you seek to accomplish the assigned mission. In an ideal situation, the team or organization also chooses willingly to follow and respect the person designated to the formal leadership position.

7-2. Appointed and emergent leader. Officials outside of a team or organization normally appoint cadet officers and military officers to their positions. Since a person is appointed an officer based on the U.S. Constitution, the officer owes allegiance to the ideals and values of America rather than to any person. Noncommissioned officers are also promoted based on the U.S. Constitution; therefore, they share allegiance to the nation as well as allegiance to the troops they lead. As leaders that emerge from the ranks of the members of the team or organization, noncommissioned officers focus much of their efforts to “taking care of the troops.” Individuals that emerge from the ranks and are appointed officers tend to display allegiance to both the source of their appointment and a strong allegiance to the ranks from which they emerged.

7-3. Line leader and staff leader. Generally, CAP and military services are organized into three types of structures. Those structures are line, line and staff, and functional.

a. Line leadership. Operational units are normally organized in a vertical line where authority and operational direction are exercised in a direct manner from top to bottom. The line organization is a simple and traditional structure that makes a clear division of authority, encourages speedy action, and minimizes straying from the established course. The person at the top exercises command or command like authority through a direct chain of command over those

below that level. Those below are assigned specific duties and responsibilities that contribute to achieving the organization's overall goal. So a line commander, such as a squadron commander, exercises command down through flight commanders, who direct the action of lower level element leaders. Those below report back through specific officials in their chain of command. For the good of the organization and based on their judgment and broader view of the situation, line leaders, such as a squadron commander, can choose to let stand, reinforce, or even override the actions of staff members in the squadron. Commanders must exercise this line authority over the staff in a manner that strengthens discipline, efficient operations and the organization's accomplishment of the assigned mission.

b. Staff leadership. As organizations grow in size and complexity, the need arises to add a staff to provide additional expertise, technical skills, and advice to the chain of command. Members of a staff, however, do not possess authority based on their position to direct or exercise authority over members of the organization. Members of the staff are leaders in the sense that they influence actions by their expertise, technical skills, and advice to the chain of command. Commanders and the chain of command can delegate authority to members of the staff to provide direction and supervision within the organization. The delegation should be directly related to the role of the staff member and the chain of command should define clearly how much and what type of authority is delegated.

c. Functional staff leadership. There are times when a commander will delegate authority to a staff member to exercise routine day-to-day authority over a function within the organization. For example, the squadron commander may delegate to the squadron logistics officer the responsibility to manage supply operations in the squadron and to direct the activities of flight supply officials throughout the squadron. The squadron commander's delegation of authority and responsibility is limited to a specific function, which in this case only covers managing routine supply activities within the squadron. The squadron commander can also decide to withdraw the delegation of functional staff leadership authority at any time. The delegation of functional staff leadership authority allows the squadron commander to focus on other priority subjects and the staff officer delegated the authority to focus specifically on implementing the management of the specific function within the organization.

7-4. Teaching leaders. Good leaders tend to be good teachers and good teachers can be good leaders. Good teachers also can teach others to be good leaders. Part of this exercise of the "teachership" responsibility is the planting of good ideas in the minds of students, cadets, followers, senior members, associates and others that are then adopted by them as their own ideas. Another way to exercise good teachership is to encourage students, cadets, senior members, and other associates to develop good reading habits and to develop a good reading program.

a. Preparing future leaders. Teachers are challenged to contribute to preparing students, cadets, aspiring leaders and serving leaders to cope with the unprecedented changes in technology and the broad challenges expected in the early 21st Century. Just as in the past, leaders in the 21st Century will require strong reading, writing, and speaking skills to perform their fundamental tasks of analysis, planning, decision-making, operating, and improving. To deal with the issues of the 21st Century, aspiring future leaders, even at the individual and team

levels, are challenged to learn and to think deeply about a wide range of technical and social subjects.

b. Reading program. A good program of reading histories, biographies, and autobiographies, as well as articles and books about leadership and management will enhance the development of leadership in both youth and adults. Cadets and students in general can learn and gain valuable insights from reading about the development and experiences of others that model positive values and behavior. Experiences about the life of notable persons and leaders can make a significant impression on a young mind and spark an interest that will last far into the future. Leaders in the past, such as Omar N. Bradley, a former schoolmaster, and George S. Patton, an eager reader of military history, developed intellectual depth through reading. Teachers are positioned to influence cadets and other students to develop good study habits that will enable them to learn new things.

7-5. Subject matter experts. Individuals that possess in-depth knowledge of a particular subject are often referred to as subject matter experts. CAP depends on subject matter experts to provide expertise in particular areas and to supplement regular instruction. Although subject matter experts may focus narrowly on a particular field or subject, often they are leaders in that field or subject. They set the direction and lead other subject matter experts in the field.

PART THREE: LEADERSHIP IN ACTION--LEAD

Leadership is serving your people, serving the mission, giving power away, and raising the level of dignity and integrity in your organization.

-Perry M. Smith, Major General, USAF (Retired)

Chapter 8. Leadership Responsibilities

There's just three things I ever say. If anything goes bad, then I did it. If anything goes semi-good, then we did it. If anything goes really good, then you did it. That's all it takes to get people to win football games.

**- Bear Bryant
Former Football Coach, University of Alabama**

8-1. Leadership is action. Leaders act. As a leader, you are responsible for accomplishing the mission, taking care of followers, and using resources efficiently. Although the leader is responsible for achieving a certain degree of balance between mission, people, and resources, the leader's primary goal and focus is accomplishing the mission. To accomplish the mission, the leader must learn to get the most from followers and available resources. In all cases, the leader's responsibility is to do what is right in dealing with mission, people, and resources.

8-2. Mission. Leaders combine interpersonal, conceptual, technical, and tactical skills to accomplish the mission. They use their interpersonal skills to communicate their intent effectively and motivate their followers. They apply their thinking skills to assess options, determine viable courses of action, make the right decisions, and execute the required tasks. They capitalize on their technical skills to properly employ the techniques, procedures, and equipment that fit the situation. Finally, leaders employ learned skills and knowledge appropriate to their level of responsibility and organization type to accomplish the mission. When plans go wrong, a leader must change the plan and lead the team or organization to mission accomplishment.

8-3. People. Respect for people means recognizing and appreciating the inherent dignity and worth of all people. This value reminds you that your people are your greatest resource. Effective leaders honor everyone's individual worth by treating all people with dignity and respect. As America becomes more culturally diverse, leaders must be aware that they will deal with people from a wide range of ethnic, racial, and religious backgrounds.

a. Effective leaders are tolerant of beliefs different from their own as long as those beliefs don't conflict with CAP values, are not illegal, and are not unethical. As a leader, you need to avoid misunderstandings arising from cultural differences. Actively seeking to learn about people and cultures different from your own can help you do this. Being sensitive to other cultures can also aid you in counseling people more effectively. You show respect when you seek to understand the background of others, see things from their perspective, and appreciate what's important to them.

b. As a leader, you must also foster a climate in which everyone is treated with dignity and respect regardless of race, sex, creed, or religious belief. Fostering this climate begins with setting an example. CAP values show people how they should live. Moral leadership training is another major contributor. Effective training helps create a common understanding of CAP values and the expected standards. Moral leadership and similar training reinforce the message

that respect for others is part of the character of every CAP cadet and senior member. Combined with your example as the leader, such training creates an organizational climate that promotes consideration for others, fairness in all dealings, and equal opportunity. In essence, CAP leaders treat others as they wish to be treated.

c. Leaders should create an environment in which followers are challenged and where they can reach their full potential. Effective leaders take the time to learn what their followers want to accomplish and advise their people on how they can grow, personally and professionally. All followers will not succeed equally, but they all deserve respect.

d. Respect is also an essential component for the development of disciplined, cohesive, and effective teams. In stressful situations, CAP members often overcome incredible odds to accomplish the mission and protect the other members of their team or organization. This spirit of selfless service and duty is built on a cadet's personal trust and regard for fellow cadets. A leader's willingness to tolerate discrimination or harassment on any basis, or the leader's failure to cultivate a climate of respect, eats away at this trust and erodes the team's cohesion. But respect goes beyond issues of discrimination and harassment; it includes the broader issue of civility, the way people treat each other. It involves being sensitive to diversity and one's own behaviors that others may find insensitive, offensive, or abusive. Senior members, teachers, and cadets treat everyone with dignity and respect.

8-4. Resources. As a leader you are responsible for the management of resources under your control. You are responsible for managing yourself, your time, your energy, your time with family, your health, and other resources. You are responsible for managing and taking care of your uniform and personal equipment. As you progress, you assume leadership responsibilities for the management of others, for supplies, and for equipment. As a leader, you want others to recognize and regard you as a responsible and trustworthy person. This requires you to work hard to ensure that resources under your control are maintained, accounted for, and safeguarded with diligence and commitment. As a good leader or good manager, you must ensure that enough resources are made available to support accomplishment of the assigned mission. When resources are limited or inadequate, you can use good management to get more resources or to get the most from the available resources. Or you can use good leadership to get the team to expend enough effort or ingenuity to compensate for the shortage in resources. Since resources are likely to be critical to accomplishing missions in the 21st Century, a good leader should focus on developing both leadership and management skills.

8-5. Me. The term "me" fits in leadership situations when things go wrong and the leader and the team or organization are confronted with the question, "Who is responsible?" When things go wrong, the leader must recognize and accept responsibility for both his or her own actions and the actions of those placed under his or her authority. Yes, the leader can and should delegate tasks, jobs, and functions for others to accomplish. And the leader must supervise and check to ensure that followers do these jobs and execute their responsibilities properly. At the same time, the leader should remind himself or herself that the "buck stops with me" and, fundamentally, the leader is always responsible. When followers experience or perceive that their leader is attempting to evade responsibility and shift the blame to them when things go wrong, they quickly lose respect and trust for that leader. Without trust and respect between the leader and

follower, the person “in charge” becomes ineffective and virtually useless as a leader. Standing up and accepting responsibility when things go wrong takes real courage and it is one of the costs you must be willing to pay to be an effective leader. A good leader also places the welfare of followers ahead of satisfying his or her personal needs and desires. The leader’s decision to eat after others on the team is a visible demonstration of this practice. It reflects the leader’s unselfish attitude and commitment to put the welfare of other members of the team ahead of his or her personal needs and desires. By waiting to eat after the “troops” eat, the leader also shows confidence that there will be enough food to feed everyone or the leader’s willingness to suffer the consequences of not planning and managing the process to meet the needs. Also, the practice of the leader eating after others motivates the leader and other team members to implement good management and ensure that there is enough food to meet their needs and requirements.

8-6. Leadership principles. Principles of leadership are rules that provide guidelines for leaders. The principles of leadership and followership complement each other. In fact, together they provide a complete picture of both the follower and the leader. Examine this list and the principles of followership listed earlier in Chapter 4. Examine both lists and note that some principles apply directly to both the leader and the follower. As a leader and as a follower, adjust your behavior to emulate the appropriate principles of leadership or followership.

Principles of Leadership

- **Know your people.** Observe them, know them as people, and recognize what is special about each. Help them reach their goals in the future and be concerned with their needs.
- **Keep your people informed.** Inform your people so they will know what is expected of them. This will encourage initiative, improve teamwork and enhance morale. This will improve performance and effectiveness of the element, team, or organization.
- **Set the example.** Your followers will look to you as an example and will imitate both your negative and positive actions. Set good examples in areas like personal appearance, conduct, punctuality, unselfishness, and controlling your emotions.
- **Be loyal to both seniors and subordinates.** Support your people and they will do a good job. Remember loyalty runs up and down the organization and it must be earned.
- **Avoid developing a clique.** The leader must be fair and allow all members to contribute to the organization and achievement of the mission.
- **Be morally courageous.** You must stand by your principles where the welfare of your team or organization is concerned and accept responsibility for your team or organization’s mistakes, or risk not gaining or keeping the respect of your associates and followers.

Chapter 9. Leadership Pitfalls

Education can make its greatest contribution to improving leadership by improving the probabilities that the right decision will be made.

-Dr. Robert L. Wenzel

Leadership and Education

Air University(AU)-24: Concepts for Air Force Leadership

9-1. Pitfalls and youth. There are many pitfalls that will hinder your development of positive mental, physical, and emotional qualities that are required of leaders in CAP or the military. You can also develop effective but misguided leadership qualities and skills that others will follow. These negative actions, shortcomings, and burdens can negate your development of positive leadership qualities and your positive growth as a leader.

9-2. Leading in the wrong direction. Individuals engaged in illegal or immoral activities may exercise leadership skills; however, the leadership is oriented in the wrong direction. They can observe or visualize a situation such as a desire to traffic in illegal drugs and take action to respond to the situation. In response, the individual may get others to follow his or her leadership and he or she may develop plans to lead an organization that manages the drug transactions and provides security, transportation, and funds to operate the entire enterprise. So, leadership by itself is not enough; the leader must also lead in the right direction. History is full of examples of skillful leaders who led others, even entire nations to achieve negative societal goals. Adolf Hitler and Joseph Stalin killed millions of people seeking to achieve evil and negative goals. You can probably think of some present day leaders, even some youthful leaders, who are effective today in influencing others to pursue goals that are harmful and detrimental to society in general and to individual groups in particular.

9-3. Disqualifying future leaders. Several factors can disqualify a person from becoming a leader. These factors may include evidence of inability or disqualification to be a leader due to inadequate education, bad reputation, criminal record, and illegal use of drugs. In most cases a single wrong act or misdeed will not stop your advance to becoming a leader. A single act of a serious nature, however, such as an arrest and prosecution for the illegal use of drugs or some other violation of the law, may disqualify you from eligibility to join organizations such as CAP, Boy/Girl Scouts and other youth organizations that focus on developing leaders. Sometimes even a small infraction can lead to serious consequences that can haunt you for the rest of your life as shown in the following situation.

A nineteen year old woman employed in a thrift clothing store decided to give her cousin a “hook up” by not charging her for some of the clothes she was pretending to purchase. When they were caught, the cashier was charged with larceny, which is a felony, since the stolen items were valued above \$100.00. With a conviction for a felony crime, in addition to the associated punishment, the young woman forfeited her right to vote and can expect to find it very difficult to get another job as a cashier or similar position of trust in the future.

Although not as harmful as a criminal conviction, the combination of multiple negative factors such as a record of poor grades and a misdemeanor prosecution may also cause CAP and other organizations to reject you as a member.

9-4. Barriers to leadership. Poor communication skills, unwilling or misguided attitude, poor social skills, and other similar shortcomings also create obstacles and barriers to your acceptance as a leader or opportunity to become one. Your efforts to become a leader or to exercise leadership effectively can be blocked by a variety of factors. A big barrier and one that appears often is a lack of preparedness, particularly in the areas of reading, writing, and speaking.

a. Poor communication skills. A leader that cannot communicate well in both verbal and written forms, is not equipped to express his or her views to followers. A leader must communicate to lead others and to control teams and organizations. An inability to communicate with members of the team or organization will create a barrier to implementing good leadership. Today, a vast amount of communication is conducted via computers and other technical means, so aspiring leaders must master the use of these tools. To improve your communication skills, take advantage of opportunities to speak before the public, practice writing, even practice typing, and learn to use the latest communication tools.

b. Poor reading skills. Reading remains an important way to expand your perspective and provide the depth in thinking required of leaders. Research sponsored by the National Education Association and conducted 9-15 February 2001, indicates that teens recognize and identify reading as a critical skill that they need to master in order to be successful in life. This national cross-section survey of 509 young Americans, ages 12 to 18 is encouraging. It also suggests that the standard for students aspiring to serve in leadership position will remain high. “How do your reading habits compare with that of your peers? Is reading a barrier or a strength?”

c. Bad reputation. There is a view in the military that your unofficial record and reputation travel faster than your official record. This implies that your actions at a young age can form a positive or a negative reputation that can enhance or damage your chance for selection to serve in leadership positions or other organizations in the future even before your official record of application arrives. Bad reputation quickly becomes a barrier that you must climb over to get to your destination. That destination could be what is often called “a level playing field,” which is simply an equal opportunity to serve or participate.

9-5. Education to avoid the pitfalls. Education can assist you to develop the thinking and reasoning skills to figure out what is right and what is wrong as you confront issues and choices in the current fast paced and complex environment. Teachers can also observe and identify the cadet who possesses solid leadership qualities to lead others, but lacks the orientation to influence followers to go in the right direction. Then teachers are challenged to take steps to provide cadets with the tools and ethical framework to change the direction of their leadership from seeking negative goals to positive ones. As leaders in this century, you can expect to face complex social and technical situations that will challenge your intellectual capacity and your ethical foundation.

Chapter 10. Vision and Goal Setting

Write the vision and make it plain on tablets, that he may run who reads it.

**-Habakkuk 2: 2
New King James Version**

10-1. Developing a vision. A creative leader envisions where he wants to go before acting or attempting to inspire others to act. So vision is at the heart of leadership. Donald T. Phillips in his book, The Founding Fathers on Leadership, stated that effective visions provide context, give purpose, and establish meaning. Visions inspire people to mobilize and move in the same direction. Thoughts of vision often bring to mind the notion of an idea that is developed to propel a team, a school or some other organization to work together reaching toward a perfect end. An example, is the development of a shared vision for a class in school, a flight, or a squadron or some other organization that states what these groups want to accomplish. This same concept also applies to individuals development of personal visions, education visions, and professional career visions. In developing a personal vision, you seek to answer the question of what you want to become. The education vision may deal with the question of what you want to learn or teach. Your professional vision deals with the question of what you want to accomplish professionally. So developing a vision statement for the various facets of your life can be a meaningful endeavor with important consequences. You are encouraged to dream big dreams and establish lofty visions for yourself, for your education, and for your career.

Alberto R. Gonzales, the White House Counsel in 2001 in the administration of President George W. Bush, dreamed big dreams and established lofty visions that enabled him to rise above his circumstances. His own words that appeared in an article in “*The Washington Post*” magazine, March 11, 2001, suggest that a youth’s dreams and visions can set a lofty direction for his or her future as seen in the following brief excerpt of his story:

“When I was 12, I got a job selling soft drinks at football games at Rice University. It was a different part of the world for me. My world was poor, sort of rural, out in north Houston. So, typically, by the end of the third quarter we’d stop selling drinks. I’d grab a box of popcorn and find a seat and watch the rest of game. After the game, I’d climb up to the top of the stands and watch the students walk back to their campus. And I always dreamed about what would it be like to be a student there—how special it would be to go to college. My mother had a sixth-grade education, and my father had a second-grade education, so for them, getting all of the kids out of high school was like a major victory. But there was never any thought about going to college, and, so when I graduated from high school, I enlisted in the Air Force.

The first place where I was stationed was Fort Yukon, Alaska. It was there where I met two Air Force Academy graduates who said, “You really ought to think about going to the Air Force Academy. You know, you’re a bright kid.” And so we set off this process of trying to get me to the academy. I get in. I do

well at the academy, but, after being there a year, I really thought I wanted to become a lawyer. I had never been around them; I never knew any lawyers. I had no role models that were lawyers. I didn't know what they did, but I thought that they could help people, and I wanted to do that because I'd been helped. I mean, I had been helped all of my life to get where I had been.

The way I resolved it was: Okay, I'm going to apply for a transfer to Rice University, which is the school I dreamed about. I got accepted, and I graduated from Rice.

I can't tell you the number of Hispanics who have stories just like mine. There are many, many whose parents had no formal education, and they go on to college and become very successful in their profession. So my story is not unique at all."

10-2. Setting the goals. A goal is a statement of result or achievement against which effort is directed. Goals distinguish results in one area from another but are not time specific or measurable. Once the leader or group of leaders in the case of a shared vision develop and accept the vision, the group and the leader can start the process of establishing goals that support efforts to achieve the stated vision. Just as there are different types of visions, there are also different type of goals.

a. Personal Goals. A personal goal can be defined as "*the object of a person's ambition or effort.*" So personal goals provide the direction or destination for your personal advancement.

b. Organizational Goals. Similarly, an organizational goal can be defined as "*the object of an organization's ambition or effort.*" Team or organizational goals provide the object for the advancement of the team or organization.

10-3. Objectives and tasks. Objectives and tasks are developed to support achievement of the established goals

a. Objective. An objective is a specific statement of result that is time specific and measurable. The distinctive qualities of an objective are that: the what is clearly specified and identifiable, the time the result will be on hand is specified, and you can measure the result in terms of presence, absence, amount, etc.

b. Tasks. These are statements of activities or projects, which have the time and measurement properties of objectives that must be accomplished to bring an objective to completion.

10-4. Role of mission. The Department of Defense Dictionary defines mission as: 1. *The task, together with the purpose, that clearly indicates the action to be taken and the reason therefore.* 2. *In common usage, especially when applied to lower military units, a duty assigned to an individual or unit, a task.* 3. *The dispatching of one or more aircraft to accomplish one*

particular task. The mission gives purpose and focus for building the team or organization and for its efforts and operations.

10-5. Planning process. Planning is an essential function to accomplish objectives and goals. Based on the vision and goals, planning establishes the objectives for the application of the team or organization's efforts. Since operations are always changing, you must plan all the time. For planning to be effective, it must be done in advance of any action and to be efficient, objectives must contribute directly to the accomplishment of the stated goal or goals.

Chapter 11. Team Building

The test of a leader lies in the reaction and response of his followers. His worth as a leader is measured by the achievements of the led...the ultimate test of his effectiveness.

-General Omar N. Bradley

11-1. Leading an element. The element, consisting of three to eight CAP members, is the basic building block for the entire CAP organization. The element leader is positioned close to element members, so leadership at the element level is both direct and personal. It is personal because of the human dimensions that form the core of interactions between the leader and members of the element. The methods and practices that you learn as an element leader provide a basic foundation for leadership at every level. As an element leader your duties and responsibilities are to know where your element members are, to know them, to know their needs, and to know what they are capable and not capable of doing. The element leader also relays instructions and information to element members from the flight commander, teacher and others to keep them informed about upcoming activities and to let them know what they are required to know and do. At this level, element members are looking for examples of how they should act and conduct themselves. They pay close attention to those around them and may imitate what they perceive as the actions and conduct of the element leader. So the element leader must lead by example. The element leader also must teach, coach, and train element members in fundamental tasks such as basic drill movements, personal appearance standards, how to wear and maintain the uniform, and other required basic tasks. The focus of leadership at the element level is to train and teach element members to take care of their needs, to meet the standards established for the element and its members, and to accomplish assigned tasks. Leadership at this level is important, as changes made at this basic building block level will affect the entire organization.

11-2. Leading a flight. The flight commander plays a major role in the training of cadets to be effective leaders. As a flight commander, you are responsible to ensure that the members of your flight wear the uniform properly, practice customs and courtesies, and participate in unit activities. You keep track of the progress of your flight members and help them pass leadership, aerospace education, and physical tests. The flight commander implements direct and indirect leadership within his or her flight. He or she provides direct leadership with element leaders by communicating directly with them and directly providing them information, instruction, guidance, and feedback. The element leader, in turn, works directly with the basic cadets in his or her element, so the flight commander's influence over the day-to-day activities of the cadets is based on indirect leadership in most circumstances. To be effective, the flight commander, therefore, must practice good leadership, management, and communication principles. The flight commander must be organized, provide clear and consistent guidance and instructions that is focused on meeting well thought out objectives and standards for the organization. As the leader he or she must also supervise and follow up to ensure tasks are completed properly. The flight commander should praise members of his or her flight openly when they do a good job and, when needed, counsel and discipline them quickly and privately. The leader should use the cadet counseling process provided in Attachment 3 of this manual when counseling is needed.

The attitude and approaches provided in the attachment should be used in conjunction with other specific instructions and forms.

11-3. Building element and flight-level teams. Leaders at these levels must focus on building elements and flights that work, function, and operate as teams. Building teams is a dynamic process that requires the leader to constantly assess the performance and capability of the leader and the led as discussed in the next chapter. First, the leader must ensure that each individual member is trained to perform assigned tasks and other tasks required for use in contingencies, emergencies, or other situations. A second goal is to get each member in the element or flight to recognize achievement of the element or flight goal as more important than the achievement of individual goals. Once the members are proficient in their tasks and adopt the element or flight goal as their most important goal, the leader focus shifts to the next level of training and preparing to accomplish the common element or flight objective, which in most cases is the assigned mission. Throughout the team building process, the team and the leader seek to implement the principles of followership and the principles of leadership listed respectively in chapters four and eight of this manual. There is no “cookie cutter” solution to team building or leadership, in general, that can be applied in every situation to achieve success or victory. The leader must remain alert, attentive, and open to listen to followers and the prevailing situation and to make adjustments as needed. At the same time the leader must focus on successfully accomplishing the mission.

Chapter 12. Feedback, Assessment and Mentoring

We must make the best of mankind as they are, since we cannot have them as we wish.

-George Washington, 1776

12-1. Honesty and candor. The role of feedback, assessment, and mentoring is to provide an honest and candid picture of reality. This picture of reality is essential in developing leadership qualities and improving leadership at the individual and team levels. At the same time, some leaders are not willing or interested in receiving or giving honest and candid views. Sometimes the bare truth is more difficult to accept than rosy views and flattering comments. Before making a comment, particularly to or about a person that is senior to you, it is wise to consider how they will react to the comment. It is also wise to recognize that your decision to hold your comment or views now may leave open an opportunity for you to gain a more complete picture of the situation later. Finally, consider that you could rise later to a level where you can better influence the situation that is the subject of your comment. You should carefully consider the type of reaction your comment will generate before you speak. Then decide to comment immediately, later, or not at all.

12-2. Assessing oneself. Honest introspection or self-examination provides the leader an assessment that he or she can use to improve his or her performance. As stated clearly by Perry M. Smith, Major General, USAF, (Retired), in his book, Rules and Tools for Leaders, “A leader who knows who he or she is, who recognizes and maximizes strength, and who understands and compensates for weaknesses performs much better than a leader that does not (or cannot) understand himself or herself.” This self-assessment can help you avoid mistakes and gain self confidence, which gains the respect of associates and teammates. Part of self-evaluation is to assess how you communicate in verbal, written, and non-verbal form and how your communication is received and understood by others. Before aspiring to be a leader and as a leader, you should ask yourself a list of questions to examine your leadership attributes, skills, and styles. Your list should at least include an assessment of your character, thinking skills, job skills, people skills, reliability, level of listening, and your desire to be a leader.

12-3. Assessing the outcome. A good leader learns from his or her successes and mistakes. The leader seeks to build upon the successes and to avoid the same mistake in the future. To assess the outcome of actions, tasks, missions, and other activities, conduct a review to identify lessons that you learned that can benefit you, the team, or your organization in the future. This honest review of the outcome and examination of the lessons learned can be a major part of learning. The lessons you gain from the experience and the assessment can prepare you to meet future challenges, avoid future pitfalls, and benefit from both your failures and successes.

12-4. Assessing the product. The product is the development of leadership and the leader. Again, the leader can gain a view of his or her leadership development and effectiveness by listening to the comments of followers both about your leadership and their needs. Leaders also gain a perspective about emergency and other stressful situations that they would not experience in routine training by reading about other successful leaders. So read about leaders such as

General Carl Spaatz, who served as the first Chief of Staff of the independent U.S. Air Force, and subsequently as Chairman of the Civil Air Patrol and Chief Master Sergeant Paul W. Airey, who served as the first Chief Master Sergeant of the U.S. Air Force. As you read, analyze what values, attributes, perspectives and experiences influenced them. You might ask what motivated them? And then ask, “Am I motivated by a similar interest or in a similar way?”

12-5. Mentoring. Mentors coach and counsel followers, junior or other less experienced, and less qualified people to develop them. The relationship between the mentor and mentored person is enhanced by the honest exchange of accurate information and views that are provided to achieve constructive results. Teachers, senior members, principals, experienced military people, and other more experienced or knowledgeable individuals can serve and are needed to serve as mentors. This group possesses the experience and knowledge that can assist CAP cadets to improve their performance and development, and to focus on their aspirations and plans for the future. The mentor provides the cadet with coaching and feedback during and after tasks, assignment, or duties. They listen to cadets and assist them in selecting courses of action and making decisions about their plans concerning education, military service, work, career, and other life choices. They also help cadets to study, learn, and improve skills and potential. Mentors provide feedback based on observations and assessments that the person mentored can use to improve his or her performance and leadership development.

12-6. Handling failure and rejection. Leaders in business, education, military and every other field of endeavor experience failure and rejection. Within the business community, board of directors and other bodies prefer to select an executive or business leader that survived failure and bounced back over one that has not experienced failure.

Successful executives and entrepreneurs are constantly learning...especially from their mistakes. Several of the American Founding Fathers had failed in business, yet they went on to successfully lead the American Revolution and form the American Republic. Also, Abraham Lincoln, one of our greatest presidents, failed over a dozen times before he won election as President of the United States in 1860. As indicated by their testimonies, rejection is an outcome that several prominent leaders cite as turning points in their lives. In some cases, the way they handled rejection set them apart and started them on a course that distinguished their lives from their peers. Such was the case with Benjamin O. Davis, Jr., who was ostracized by his West Point classmates, initially rejected from service as an aviator, and passed over for long deserved promotion. He refused to give up, however, and went on to command the first black flying squadron, the 99th Pursuit Squadron. As a member of the first black pilot training class, which started training at the Tuskegee Army Air Field in 1941, he became a distinguished member of the Tuskegee Airmen who rose to retire as a Lieutenant General in the Air Force. Still rejected from receiving his fourth star during his active duty service, President Clinton promoted him at the age of 86 to the rank of four-star General on 14 December 1996. At the promotion ceremony, the American President commented that Davis knocked again and again on shut doors until they finally opened, and once they opened, Davis made sure they stayed open for others to follow. Colin L. Powell, former Chairman of the Joint Chiefs of Staff and later Secretary of State, is one of those who followed.

This door and many other doors of opportunity are open for CAP cadets and other aspiring leaders to walk through.

Chapter 13. Introduction to Senior Leadership

The [challenge] is demonstrating to people, every day, where you want to take your organization.

-Tom Peters and Nancy Austin
A Passion For Excellence

13-1. Complexity of leadership at higher levels. Leaders at squadron and higher levels involve broad missions, a great span of control, and large responsibilities. Leaders at higher levels focus on establishing the vision for an organization and the culture of the organization. They rely primarily on the indirect form of leadership and run the risk of becoming isolated from the working level members of the organization. Establishing effective communication that enables the leader to stay in touch with organization leaders and members is, therefore, more important at this level than at lower levels. The ability of the leader to manage, control or command the organization is dependent on accurate, timely, and effective communication. The leader must be able to listen to the members of the organization and to communicate his or her message to them without losing meaning and accuracy. In large organizations, this is difficult to achieve as messages are repeated and filtered as they pass up and down through the layers of management in the structure.

13-2. Leadership at squadron, group, wing, and higher levels. Squadron and higher level leaders are responsible for broad missions and the leadership situation transitions from tactical at the squadron level, to operational and strategic at the group, wing, and higher levels. Mission tasking at the group and higher levels should become less specific. At the group, wing and higher levels, the commander runs the risk of becoming insulated from the followers that do the actual work. Commanders at this level work through intermediaries and their communication is now less direct. As a result, their communication is subject to misinterpretation and actual loss of the message as it moves down and throughout the organization. Leaders at these levels must make a conscious effort to leave the office and visit the “troops” or to engage in “Managing By Wandering Around,” as proposed by Tom Peters and Nancy Austin in their book, A Passion For Excellence.

13-3. Leadership at strategic levels. As the leader rises above the squadron levels, he or she becomes responsible for a greater number of people and will have less direct contact with them. Leaders at the wing level and at the school principal or school administrator levels may also operate as strategic level leaders. At this level, the leader is a generalist and may be required to make decisions with limited information about the subject. He or she is focused on establishing and maintaining the desired climate or culture by ensuring that his or her vision and values permeate the organization. To unleash the potential and creativity of the organization, the strategic leader delegates work and empowers subordinates. At every level of leadership, including the strategic level, the character of the leader manifests itself throughout the organization. Can you think of instances where the character of the leader at the strategic level manifested itself? Can you think of instances where the results were positive? Can you think of instances where the results were negative? At the strategic levels, the leader’s ability or inability

to communicate his messages to the organization clearly and accurately affects his ability to manage or command and control the organization. Therefore, the strategic leader must develop a strategy to deal with information and knowledge or risk losing control of the organization. Even at the strategic level, the leader's character remains the major determiner of the organization's success or failure.

Attachment 1

Procedures for Developing Short and Long-Range Training Plans

During the planning stage, you establish your objective or objectives and lay out a concept for accomplishing the stated objective or objectives. As you plan, you also count the expected cost and determine whether or not the costs are too great in light of the objectives. At this point, you may need to adjust the objectives, or the concepts, or the costs until you reach a balance that fits you and your situation. The key in planning is that you actually do it and once you develop and accept the plan, that you follow the plan. As you prepare your plan, develop meaningful goals and measurable objectives that once achieved will support the accomplishment of your overall goal and vision.

This process also applies as you develop a training plan to achieve short or long-range objectives. You can and should develop a “game plan” for achieving your personal goal or vision and a supporting training plan. You can also develop a training plan for teaching and training the members of your CAP class, element, flight, or squadron. You should develop both short and long-range objectives and goals, that will lead to the development of short and long-range training plans to support the achievement of the stated objectives and goals. Two popular planning procedures are backward planning and forward planning.

Backward Planning

In backward or reverse planning, you may, as an example, visualize yourself as a pilot of advanced U.S. Air Force aircraft and spacecraft. To support your efforts to realize that vision, you develop a series of supporting long and short-range plans based on the goals you established for yourself. You may choose as an overall goal to train to become a master aviator. As you plan to achieve this goal, you recognize there are a wide variety of other goals that you must achieve to support the achievement of your overall goal of piloting advanced U.S. Air Force aircraft and spacecraft. For example, looking back from the position of achieving the overall goal of piloting advanced U.S. Air Force aircraft or spacecraft to where you stand today, you may establish as a supporting goal graduating from the U.S. Air Force Academy with honors. To support Air Force Academy attendance, you then establish a goal to serve in the Civil Air Patrol and to graduate from high school with top academic honors, in excellent physical condition, and with the highest record of character and conduct in all your activities.

Forward Planning

Or you could look forward from where you stand today as a student in middle or high school and project the goals you need to achieve as you seek to achieve your vision of piloting advanced U.S. Air Force aircraft and spacecraft. Whether you start with the overall goal and look backward to where you are or whether you start with where you are and look forward to the achievement of your overall goal, you quickly see that you need a plan. The purpose of the plan is to guide you to the achievement of objectives and goals as you move forward toward realizing your overall vision. You also quickly see that you must follow the plan, that it is to your

advantage to start early in life, and that negative incidents and mistakes along the way can quickly stop or hinder you from achieving your overall lofty goal and vision.

Short-Range Training Plans

You may develop short-range training plans to achieve short-range goals or to support portions of a long-range plan that is broken down into a series of short-range plans. For example, you may establish a short-range goal that you want to “max” the next cadet physical fitness test. So you develop a short-range training plan to achieve that short-range goal. This short-range goal, however, could also be part of a long-range plan to prepare you to attend the Air Force Academy. As you prepare the training plan, review the standards that you need to achieve in each event to max the test. Once that is done, develop a training plan that will prepare you to achieve those standards. The plan includes a concept or the how-to part that lays out the standard or level you will train, the condition under which you will train, including the frequency, length of time, and the way you will measure progress. As you develop each plan, develop an alternate plan for use in cases when you need to change from the primary plan.

Long-Range Training Plans

Figure 4 is a sample of aspects of a long-range training plan that supports achievement of the goal of attending the U.S. Air Force Academy. This goal also supports the vision of becoming who you want to be that is discussed later in Attachment 7 of this manual. The sample long-range training plan incorporates objectives and tasks drawn from points that are also discussed elsewhere in the manual. Figure 5 is a sample of a short-range training plan that supports achievement of the short-range goal of achieving a “max” score on the next CAP cadet physical fitness test.

The following four steps summarize action planning as the leader of a team or organization:

Team or Organization Plan of Action Steps (Forward Planning)

Begin your plan of action by assessing your team or organization (Step 1). Observe, interact, and gather feedback from others; or conduct formal assessments of the workplace. Then analyze the information you gathered to identify what needs improvement (Step 2). Once you have identified what needs improvement, begin to develop courses of action to make the improvements.

In Step 3, you develop your plan of action. First, develop and consider several possible courses of action to correct the weaknesses you identified. Gather important information, assess the limitations and risks associated with the various courses, identify available key personnel and resources, and verify facts and assumptions. Attempt to predict the outcome for each possible course of action. Based on your predictions, select several leader actions to deal with the problems.

Execute your plan of action (Step 4) by educating, training, or counseling your followers; instituting new policies or procedures; and revising or enforcing proper systems of rewards and punishment. Your organization moves towards excellence by improving substandard or weak areas and maintaining conditions that meet or exceed the standard. Finally, periodically reassess your team or organization to identify new matters of concern or to evaluate the effectiveness of the leader actions.

**Sample
Long-Range Training Plan
(Multiple years)**

Goal 1: To attend the U.S. Air Force Academy.		
Objective	Description	Timeframe
1.1	Graduate from high school.	Within four years of start date.
Tasks	Description	
1.1.1	Complete all required courses.	As scheduled.
1.1.2	Meet or surpass all academic testing requirements.	As scheduled.
Objective	Description	Timeframe
1.2	Achieve a high school grade point average of “B” or higher.	Each grading period.
Tasks	Description	Timeframe
1.2.1	Develop and practice good study habits.	Daily.
1.2.2	Complete college preparatory courses.	As offered.
Objective	Description	Timeframe
1.3.	Achieve and maintain the ability to pass the Air Force Academy Physical Fitness Test.	At the time of entry into the academy.
Tasks	Description	Timeframe
1.3.1	Develop and practice good physical conditioning, training, exercises, workout schedule such as the President Challenge Youth Physical Fitness Program.	Three to five times per week.
1.3.2	Consume a balanced diet of healthy food.	Daily.
1.3.3	Abstain from smoking tobacco, drinking alcoholic beverages, and using illegal drugs.	Daily.
1.3.4	Practice good weight control.	Daily.
1.3.5	Pass the CAP Cadet Physical Fitness Test.	As scheduled.
Objective	Description	Timeframe
1.4	Develop and demonstrate high standards of character and conduct.	Daily.

Figure 4. Sample Long-Range Training Plan

**Sample
Short-Range Training Plan
(Three to six months)**

Objective	Description	Timeframe
1.1	Conduct intense physical conditioning workouts.	Three months before the scheduled test three to five times per week.
Tasks	Description	Timeframe
1.1.1	Increase exercising to the conditioning phase level.	Three months before the scheduled test.
1.1.2	Practice Sit & Reach exercises for sixty days at and above the standard desired to achieve during the test.	Three times per week.
1.1.3	Practice Sit-up exercises for sixty days at and above the standard desired to achieve during the test.	Three times per week.
1.1.4	Practice Mile Run exercises for sixty days at and above the standard desired to achieve during the test.	Three times per week.
1.1.5	Consume a balanced diet of healthy food.	Daily.
1.1.6	Abstain from smoking tobacco, drinking alcoholic beverages, and using illegal drugs.	Daily.
1.1.7	Practice good weight control.	Daily.
Objective	Description	Timeframe
1.2	Complete a practice CAP Cadet Physical Fitness Test.	Weekly in last month before scheduled test.
Tasks	Description	Timeframe
1.2.1	Achieve desired test standard in practice test of Sit & Reach exercise.	Weekly in last month before scheduled test.
1.2.2	Achieve desired test standard in practice test of Sit-up exercise.	Weekly in last month before scheduled test.
1.2.3	Achieve standard desired in practice test of Mile Run exercise.	Weekly in last month before scheduled test.
Objective	Description	Timeframe
1.3	Participate in sports and other physical activities.	One to two times per week.

Figure 5. Sample Short-Range Training Plan

Attachment 2 Decision-Making Process

Decision-making is important whether you work alone or in a group. Since decision-making is making up one's mind, the process should occur before the associated action or event occurs. Ideally, leaders try to anticipate situations, complete the decision-making process, and develop a plan to achieve their individual or group's goal before the associated act or event occurs. At other times, you will need to make decisions in response to ongoing actions and events, normally in a short period of time. Study, practice, and perform all the steps in the decision-making process. Use of the process can help you think logically and objectively about decisions and problem solving. Both decision-making and problem solving are quite similar processes. The problem solving process consists of: (1) Recognize the problem, (2) Gather data, (3) List possible solutions, (4) Test possible solutions, (5) Select the best possible solution, and (6) Apply the solution. The decision-making process consists of the following:

Decision-Making Process Steps

a. Define and analyze your objective

- Gain an understanding of the mission objective in order to make a better decision.
- Break the mission into parts and analyze each objective to learn what you need to accomplish it.
- Find the sequence of steps needed to finish the job.

b. Evaluate the situation

- Decide the roles of participants and contact other parts of the organization.
- Decide how other participants and other parts of the organization fit into the scheme of operations, and determine their projected contribution, and the relative priorities of their contribution to the effort.

c. Consider possible courses of action

- Get your followers together, explain the objective, and tell them what resources are available.
- Ask them to "brainstorm" for ideas.

d. Select the best course of action

- Determine which course of action is suitable.
- Determine which course of action is feasible or possible.
- Determine which course of action is adequate and meets established requirements.
- Determine which course of action is acceptable and merits approval as part of the larger plan.

e. Develop an alternate plan

- Recognize that conditions often change, resources become unavailable, and specific objectives change.

- Select your alternate plan carefully and develop it fully as there may be no time to re-plan.

f. Test both plans for completeness

- Be sure the plans explain “what, where, when, who, and how.”
- Decide whether your plan is suitable, feasible, adequate, and acceptable.
- Question not only the general plan, but each detail.

Fundamentally, the military decision-making process is a combination of the problem-solving and decision-making processes. As you practice problem-solving and decision-making, you are developing your thinking and analysis skills and preparing yourself to implement the military decision-making process. As commanders and other leaders continually engage in military decision-making, they rely on problem-solving and decision-making skills. Mastery of these processes can assist leaders in improving decision-making, which impacts followers and many others affected by the decisions of the leader. Therefore, leaders must focus on developing and refining these skills continually. Figure 6 lists basic steps in the three processes and shows that they are quite similar. Review these steps, start practicing the processes, and gain skills and experience that are major contributors to your development as a leader capable of making quality positive decisions.

Problem-Solving	Decision-making	Military Decision-making
Recognize the problem.	Define and analyze your objective.	Analyze the mission.
Gather data.	Evaluate the situation.	Develop courses of action.
List and test possible solutions.	Consider possible courses of action.	Analyze and compare courses of action.
Select the best possible solution.	Select the best course of action.	Select the best course of action.
Apply the solution.	Develop an alternate plan.	Prepare plans and orders.
	Test both plans for completeness.	Implement the decision and assess the outcome.

Figure 6. Comparison of Problem-Solving, Decision-Making, and Military Decision-Making Processes

Attachment 3 Cadet Counseling Process

Counsel is defined as: (1) the act of exchanging ideas or plan of action; act of talking things over; (2) and carefully considered advice. As a leader, people will seek your advice and help as they deal with a variety of family problems, anxiety over tests, school or other matters. One of the most important things a leader can do as a counselor is to learn to listen and to express interest in others. The leader should quickly resolve those matters that he or she can handle and refer individuals with problems that go beyond your capabilities to the proper teacher, senior member, administrator or specialist for assistance. The golden rule applies well to counseling, so treat others as you would like to be treated.

An effective counselor is:

- **Interested.** To help a person, you must be interested in that person. Be interested and sensitive.
- **Accepting.** A good counselor accepts the counseled individual as a person with values, beliefs, emotions, and ideas.
- **Attentive.** Listen closely to the person you are counseling and try to feel the emotions the counseled person expressed.
- **Confidential.** You should not tell anyone what the counseled person tells you.

Approaches to counseling are:

- **Directive approach.** The term directive here applies to the leader working directly with person counseled to help solve the problem. This approach includes one-on-one counseling.
- **Non-directive approach.** In using this approach, the leader or counselor takes the counseled person's point of view. Non-directive counseling is:
 - Concerned with long term positive change or growth in the cadet.
 - Assumes only the cadet knows and can solve the problem.
- **Combined approach.** A combination of the above approaches, tailored to handle a specific situation.

Counseling Checklist

Prepare For Your Session

- Find out about the cadet; check cadet records.
- Set up a place. Is it comfortable (try both chairs)? Select a place that offers enough privacy that you and the person you are counseling can talk without interruption and without others listening to your conversation. At the same time, select a place where others can observe and witness your actions and behavior.
- Set up a time limit to keep things moving.
- Have a plan for the session.
- Conduct the session.
- Be pleasant and friendly.
- Let the cadet “solve” the problem.
- Do not be afraid of silence. The silence gives you both a chance to gather your thoughts.
- Let the cadet do most of the talking.
- End the session on time.
- Set up another session, if needed.

After the Session

- Make notes of your progress.
- Follow up! Make sure the problem is solved and that you keep whatever promises you made to the counseled person.

Performance Counseling

Cadets should be counseled on their performance and potential as a part of the evaluation process. The evaluator can use the process and checklist provided in this attachment as a guide for preparing for and conducting performance counseling during the evaluation meeting. During performance counseling, the evaluator tells the evaluated cadet how he or she performed in meeting CAP, squadron, and other expected standards and performance objectives. The CAP Form 50 is designed to help CAP leaders conduct and record counseling and evaluation sessions. Figure 7 is a sample copy of a completed CAP Form 50, *Cadet Progression Evaluation*, evaluating Cadet Smythe's performance for a 90-day period. As shown in the sample, the evaluator should complete the form noting the evaluated cadet's strengths, weaknesses, and recommended steps to correct deficiencies. Volume I of CAP Leadership: 2000 and Beyond, provides an explanation of the meaning of the categories described on the face of the CAP Form 50 and is listed below:

Military Characteristics

- **Appearance.** Exhibits correct posture and bearing; keeps hair cut and shoes shined; is neat, clean, and well-groomed; wears uniform properly.
- **Military bearing.** This category represents a combination of courtesy and professional competence, which are described below.
 - **Courtesy.** Is courteous, tactful and considerate; executes military courtesies proudly and smartly; respects and follows CAP customs and traditions.
 - **Professional competence.** Understands leadership laboratory job, keeps knowledge current; makes efforts toward self-improvement; exercises resourcefulness and ingenuity in performing duties; is adaptable to new situations.

Leadership

- **Attitude toward training.** Takes duties seriously; is attentive; strives to improve; is energetic, hard working and eagerly anticipates positions of increased responsibility. Attitude is shown by cooperation; respect for authority; obedience to orders; willingness to accept rules and regulations; pride in being a CAP cadet; a desire to learn more about CAP; and a desire to accomplish more than the minimum requirements.
- **Interpersonal skills.** Commands respect and cooperation of subordinates; leads instead of drives; has a sense of humor; motivates others to want to do a good job; uses common sense and solves problems justly, correctly and promptly; is equitable, impartial, and consistent in dealing with others; is looked to for advice; generates diligence, perseverance, and initiative in others; causes others to become interested in and willing to accept the task at hand; mixes well with groups; friendly.
- **Sense of responsibility.** Recognizes and fulfills responsibilities to superiors and subordinates; accepts assignments willingly; recognizes and does what must be done; uses good judgment and common sense; bases decisions on all available information; is

dependable, prompt, accurate, and thorough; can be counted on to do a good job; stays with a task until it is completed, with or without supervision.

Personal Traits

- **Integrity.** Keeps high moral standards; is honest, trustworthy, loyal, and courageous; keeps promises; can be relied upon to do assigned duty; enforces orders both in fact and in spirit.
- **Enthusiasm.** Is dedicated to accomplishing the mission; has a positive zeal and intense interest in the task at hand; is sincerely interested in CAP activities; has a firm faith in the value of the CAP cause; has self-assurance and confidence in fellow workers; is cheerful, optimistic, and willing to do a job; thinks positively.
- **Self-confidence.** Has self-confidence based on genuine knowledge and ability; has pride and poise, exemplified through proper appearance, dress, and deportment; has good bearing in keeping with the responsibilities of the position; makes decisions promptly and correctly.
- **Initiative.** Exercises initiative and carries through proper and necessary thoughts or acts without supervision; does duties with little instruction; has drive, ingenuity, and resourcefulness; thinks independently.

Once the form is completed, the evaluator should conduct a face-to-face meeting with the evaluated cadet to review the completed evaluation. This meeting is an opportunity for the evaluator to discuss the ratings in the categories of the evaluation and provide an honest, open discussion of the evaluated cadet's performance and potential. At the close of the session, both the evaluator and evaluated cadet should sign the completed CAP Form 50.

CADET PROGRESSION EVALUATION								
LAST NAME, FIRST NAME, MIDDLE INITIAL Smythe, Willard M. Jr.			CAP GRADEC C/SrA		CURRENT LEADERSHIP POSITION HELD Element Leader			
REASON FOR EVALUATION				EVALUATION INCLUSIVE DATES				
<input checked="" type="checkbox"/> PROMOTION REVIEW ACHIEVEMENT # 4		<input type="checkbox"/> PERIODIC REVIEW SEE INCLUSIVE DATES		<input type="checkbox"/> ACTIVITY GENERATED ACTIVITY NAME:				
				FROM 15 Apr 01	TO 15 Jun 01			
<p>INSTRUCTIONS: Completion of a Cadet Progress Evaluation (CPE) is MANDATORY for each cadet before the completion of each Phase (more often if the squadron commander desires). Evaluators will be senior members or cadet of a higher grade than the cadet being evaluated. The evaluators will be designated by the squadron commander in advance. CPE is OPTIONAL at the completion of National/Region/Wing/local activities (forward a copy to cadet's squadron commander within 45 days of activity end). Place an "X" to indicate evaluation of performance in each category using the key below. Base evaluations on the requirements of the cadet's current Phase or activity. Rate cadets against other cadets of the same Phase, age or position. Make remarks as appropriate. It is MANDATORY to review this evaluation with the cadet. An unsatisfactory in any category requires a reevaluation within 30 days and correction to at least SATISFACTORY. Disagreements with ratings may be appealed to the squadron (or activity) commander whose decision is final. After the squadron (or activity) commander signs the form, the form is placed in the cadet's personnel file. The deputy commander for cadets may sign for the squadron commander.</p> <p>O = OUTSTANDING: Performance is carried out in a far superior manner; the cadet is of exceptional merit. E = EXCELLENT: Exceeds standards; performance carried out in a superior manner. S = SATISFACTORY: Meets the training standards, satisfactory performance relatively free of deficiencies. M = MARGINAL: Performance does not meet some standards; deficiencies exist that need improvement. U = UNSATISFACTORY: Definitely has failed to meet the requirements; needs immediate improvement.</p>								
MILITARY CHARACTERISTICS								
APPEARANCE (<i>Uniform neat, clean, and properly worn; clean shaven; hair IAW CAPM 39-1; shoes shined</i>)				O	E	X	M	U
Remarks: Meets required standards								
MILITARY BEARING (<i>Respects CAP customs and traditions; uses good manners; participates properly in drill and ceremonies</i>)				O	X	S	M	U
Remarks: Very conscientious and trustworthy								
LEADERSHIP								
ATTITUDE TOWARD TRAINING (<i>Understands his/her leadership role; takes duties seriously; attentive; does his/her best to improve; respects authority; follows leadership of others</i>)				O	X	S	M	U
Remarks: Has set an excellent example for his element members								
INTERPERSONAL SKILLS (<i>Has respect and support of peers, subordinates & supervisors; leads instead of drives; cooperates; makes his/her ideas clear to others; works well with others</i>)				O	E	X	M	U
Remarks: Cadet Smythe is still learning the skills required to meet this requirement								
SENSE OF RESPONSIBILITY (<i>Dependable, prompt, accurate, and thorough; uses good judgment and common sense; accepts personal responsibility</i>)				O	E	X	M	U
Remarks: Always on time and accepts responsibility for his actions								
PERSONAL TRAITS								
INTEGRITY (<i>Adheres to high moral standards; is reliable, honest, trustworthy, loyal, courageous</i>)				O	X	S	M	U
Remarks: Cadet Smythe is a typical cadet that believes on following a strict code of honor								
ENTHUSIASM (<i>Has intense interest in task at hand; is cheerful & optimistic; is willing to perform a job</i>)				X	E	S	M	U
Remarks: Willingly accepts difficult tasks and works hard to model CAP values								
SELF-CONFIDENCE (<i>Has self-assurance based on genuine knowledge and ability; makes sound decisions; decisive</i>)				O	X	S	M	U
Remarks: Performs his duties with enthusiasm								
INITIATIVE (<i>Performs duties with a minimum of instruction; thinks independently; is resourceful; possesses drive</i>)				O	X	S	M	U
Remarks: Has the ability to read instructions and carry them out with minimal supervision								

CAP FORM 50 DEC 98 PREVIOUS EDITIONS WILL NOT BE USED.

OVERALL EVALUATION <i>(Be factual and specific. Prepare comments below which will increase the objectivity of the rating)</i>					O	X	S	M	U
ADDITIONAL POSITIVE FEEDBACK Cadet Smythe is an excellent example of the CAP Cadet Program. Although still in the formative age of 13, he exudes confidence in his element members and leads them in a fair and equitable manner. He is a team player, who earned the respect of fellow cadets. He enjoys reading and demonstrates good problem-solving skills.									
AREAS THAT MAY REQUIRE IMPROVEMENT Cadet Smythe is still a little young to be a proficient and efficient element leader. His ability to learn the intricacies of being an element leader will make him a better leader as he progresses into the cadet NCO ranks. As he matures, he will become a well qualified NCO.									
List the positions the cadet has held during this period: Assistant element leader and element leader									
List the CAP activities in which the cadet has participated during this rating period: Attended encampment at Boondock AFB this past summer and was assigned as assistant element leader. Was lauded by his flight commander for being an excellent example to those both senior and junior to him in age.									
<input type="checkbox"/> This evaluation will be used as part of a promotion review for the achievement number: _____ PROMOTION RECOMMENDATION: <input checked="" type="checkbox"/> PROMOTE <input type="checkbox"/> NOT READY AT THIS TIME									
<input type="checkbox"/> This evaluation will be used as part of a Civil Air Patrol activity: _____ ACTIVITY COMPLETION: <input type="checkbox"/> PASSED <input type="checkbox"/> DID NOT PASS									
SIGNATURES									
NAME & GRADE OF EVALUATOR (PRINTED) John Q. Jerigan, 1st Lt, CAP					SIGNATURE			DATE	
NAME & GRADE OF EVALUATED CADET (PRINTED) Willard M. Smythe, Jr., C/SrA, CAP					SIGNATURE			DATE	
NAME & GRADE OF APPROVING COMMANDER (PRINTED) Samuel L. Clemons, Lt Col, CAP					SIGNATURE			DATE	

CAP FORM 50 DEC 98 (Reverse)

Figure 7. Sample Completed Cadet Progression Evaluation

Attachment 4

Written and Oral Information or Decision Briefs

Briefing is a summary of detailed information giving by an expert to inform or provide a background. This definition contains the key elements of both written and oral briefings. We can gain useful and instructional insights from a review of those elements.

First a briefing is a summary of a larger body of information. So the person who is preparing a written or oral briefing should research and know more about the subject of the briefing than what is contained in the briefing. In fact, as the definition states, the person preparing the written or oral briefing should become as much of an expert on the subject of the briefing as time and resources permit.

From the purposes stated in the definition, we derive two fundamental types of briefings, which members of CAP, the military and other organizations use on a daily basis. The two types are information briefings and background briefings. You can modify both the information and background briefing to form a decision briefing. As you review the discussion and format of the three types of briefing discussed below, compare and contrast their elements.

Information briefing. The briefing with the purpose “to inform” is categorized as the information briefing and is used regularly in CAP, military, and other organizations for just that purpose. Information papers and information briefings are used to inform decision-makers, peers, followers and others on all types of subjects. For example, the supply officer may provide an information briefing to the squadron commander on the status of uniforms in the squadron.

Background briefing. Another purpose stated in the definition of a briefing is to provide a background. Background briefings provide information to serve as background information to orient or familiarize a leader or others on a new subject or to update the person on a particular subject. For example, we often hear or read that prior to the President of the United States’ visit to foreign countries that the U.S. State Department provide him background papers. The purpose of these papers is to familiarize him or update him on the current activities and topics of interest he may encounter during his visits. In CAP, you may receive background papers prior to your attending encampment. Just like the President, the purpose of these papers is to familiarize or update you about the activities and topics of interest you may encounter during encampment.

Decision briefing. By adding courses of action and a decision section, both the information briefing and the background briefing can be changed into a decision briefing. At the start of the written or oral briefing, the briefer should announce what type of briefing will be presented, by stating, “This is an information briefing, or this is a background briefing, or this is a decision briefing.” This announcement notifies the reader or person briefed what is expected at the end of the briefing.

CAP Briefing Format. There are several formats for the information, background, and decision briefings. The basic CAP briefing should be organized with an introduction, a body, and a conclusion. The following steps outline the major parts of a briefing that you can use to provide information that the decision-maker can use as a base for making a decision:

CAP Briefing Format

- **State the problem.**
- **List and discuss the factors bearing on the problem.**
- **Propose possible solutions.**
- **Discuss the possible solutions.**
- **Suggest the best solution or combination of solutions.**
- **State your conclusion.**
- **Make a brief statement recommending the action that would put your solution into effect.**

Attachment 5

Effective Communication Steps

1. What is communication? The term communication includes all the ways you send and receive messages. The message can be thoughts or feelings. Communicating effectively is complex, constantly changing, and uncertain.

2. Talking + Listening = Communication. This formula shows the balance between talking and listening that is required to equal communication. When most of us think about communication, we envision a message in spoken or written form. Most of the time, we do not give much thought to body language or the non-verbal aspects of communication, or to the importance of listening. Listening, however, is a major part of communication. Listening tells a person that you value them and believe what they have to say deserves attention. Listening is key in establishing relationships. Expressing feelings and thoughts are also part of communicating. The trick is to determine when to listen and when to share thoughts and feelings.

3. Elements of communication. In person-to-person communication, there are four important and interrelated elements: the communicator-receiver, message symbol, receiver, and feedback.

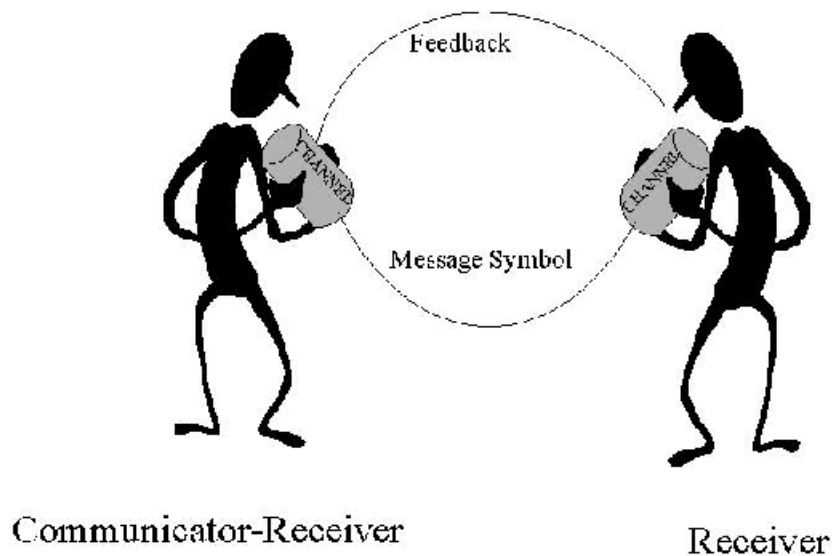


Figure 8. Elements of Communication

a. **Communicator-receiver.** As a communicator, your effectiveness depends on the attitude you send and the message symbol. As you communicate, you reveal attitudes toward yourself, the subject matter, and your receiver. These attitudes should be positive. Your message symbol should be meaningful to your audience. You should define terms up front to help your audience understand new concepts. Your use of technical or professional language will slow down your audience understanding and slow communication. Your use of message symbol that your audience can relate to will make it easier for them to receive the meaning.

b. **Message symbols.** You communicate through verbal and nonverbal symbols. Effective communication happens when you combine symbols such as words, sentences, and paragraphs in meaningful whole ideas. This includes body language, which reflects your attitude. To avoid confusing your audience, your body language should agree with your verbal message. You can fake your feelings some of the time, but most of the time your followers will look right through your fake smile or fake posture. Beware that the non-verbal speaks so loudly that it will normally drown out the verbal message.

c. **Receiver.** Remember that the effectiveness of your communication depends on how predictably your receiver reacts. You must consider the receiver's background, experience, and education before deciding how to phrase your message.

d. **Feedback.** Feedback lets you know how your audience is adapting to you. A smile, a frown, a yawn, from the audience all suggest adjustments you can make to communicate better.

4. Barriers to communication. There are several barriers to communication that lead to misunderstanding. The following lists some of the major barriers to communication:

- Speaker and listener's words are not based on a common core of experience.
- There is confusion or difference between the message symbol used and the thought being communicated.
- Using terms with multiple meanings to describe one specific thought. For example, the term "CAP squadron" may mean different things to people that come from separate CAP squadrons. The squadrons may not be organized the same so each may see a different picture of a CAP squadron. One may see a squadron with several senior members that meets on an Air Force base and one may see a squadron in a middle school with few senior members.

5. Ways to improve communication. A major way to improve communication is to improve your listening skills and practices. Other ways to improve communication are:

- Use words that represent the fact as accurately as possible.
- Keep your words simple.
- Use language that is current and relevant with the audience.

- Use message symbols that show both the similarity and the differences in thoughts and ideas. For example, a speaker discussing three different but similar rockets, might describe them as rocket 1, rocket 2, and rocket 3 to show that they are all rockets but they are different.
- Try not to use terms that describe only two values like good and bad. These two choices, good and bad or right and wrong, are based on individual judgment or opinion that is subjective and inaccurate. They also over simplify the various descriptions of what may be complex in reality. There may be several right answers to a problem, not just one or two.

6. Tips to better communicate feelings. It is difficult to express your feelings and often you may not want to share your feelings anyway. People, however, express feelings constantly through words and non-verbal communication. Even silence can express feelings. The key is to express our feelings accurately and regularly to convey them and to avoid letting them build up inside. As you express your feelings, avoid statements that put down others, particularly those you want to follow your leadership. Avoid statements described as “you messages” that put down, blame, criticize, provoke anger, hurt, embarrass, cause feelings of worthlessness, blame others for our feelings, etc. An example of a “you message” is, “Sit down, you can’t march.” To improve communication and share your feelings without attacking the receiver, use “I messages.” You are entitled to your own feelings and you can express how you feel about the actions of others without attacking the person. In the same situation above, an example of an “I message” is, “I am disappointed you continue to march out of step. I would like you to step over there and practice marching with your element leader.”

7. Do’s for good listening. As a follower or a leader, listening is a must. Listening helps you understand others and shows that you care about the person that is speaking. Listening is more than hearing. Hearing is just being aware of sounds that strike the eardrums. Listening on the other hand takes concentration and willingness to focus on the person, understand what is communicated, and remember what you heard. There are several things you can do to improve your listening. Your development of good listening is also a good way to improve your leadership and your interaction with other human beings. So make good listening a habit in your life. Start by implementing the following do’s for good listening:

Do’s For Good Listening

- **Do keep an open mind.**
- **Do listen to understand, not to argue or challenge.**
- **Do listen to what the speaker says, not how well the speaker says it.**
- **Do take notes with care.**
- **Do make and (usually) hold eye contact.**

- **Do keep your feelings positive.**
- **Do listen to new ideas and when you pass them on, give credit to the source.**

Attachment 6 Physical Fitness Program

1. Leaders and fitness. Leaders, followers, associates and the American society in general expect leaders and those who aspire to be leaders to be committed to physical fitness. Physical fitness is a major contributor to the leader's ability to perform required tasks, operate under stressful conditions, and set the example for others. Although other youth are encouraged to develop a physical fitness program as a way of improving their health, CAP requires cadets to exercise and to pass the Cadet Physical Fitness Test in accordance with specified standards. To get the full benefits, CAP cadets should develop a personal physical fitness program and commit time and effort to a lifelong program of physical fitness. Exercise must become one of those things that you do without question, like bathing and brushing your teeth. Unless you are convinced of the benefits of fitness and the risks of unfitness, however, you will not succeed.

2. The President's Challenge Youth Physical Fitness Program. This national program, which is summarized below, provides the basic information you need to begin and maintain a personal physical fitness program. These guidelines tell you what your goals should be and how often, how long and how hard you must exercise to achieve them. This program can help you develop and implement a physical fitness program for yourself and your teammates. The summary also includes information that will make your workouts easier, safer and more satisfying. The rest is up to you.

a. Defining fitness. Physical fitness is to the human body what fine-tuning is to an engine. It enables you to perform up to your potential. Fitness can be described as a condition that helps you look, feel and do your best. More specifically, it is: *"The ability to perform daily tasks vigorously and alertly, with energy left over for enjoying leisure-time activities and meeting emergency demands. It is the ability to endure, to bear up, to withstand stress, to carry on in circumstances where an unfit person could not continue, and is a major basis for good health and well-being."* Physical fitness involves the performance of the heart and lungs and the muscles of the body. And, since what you do with your body also affects what you can do with your mind, fitness influences to some degree qualities such as mental alertness and emotional stability. As you undertake your fitness program, it's important to remember that fitness is an individual quality that varies from person to person. It is influenced by age, sex, heredity, personal habits, exercise and eating practices. You can't do anything about the first three factors. However, it is within your power to change and improve the others where needed.

b. Knowing the basics. Physical fitness is most easily understood by examining its components or "parts." There is widespread agreement that these four components are basic:

- **Cardiorespiratory endurance** - the ability to deliver oxygen and nutrients to tissues, and to remove wastes over sustained periods of time. Long runs and swims are among the methods employed in measuring this component.
- **Muscular strength** - the ability of a muscle to exert force for a brief period of time. Upper-body strength, for example, can be measured by various weightlifting exercises.

- **Muscular endurance** - the ability of a muscle, or a group of muscles, to sustain repeated contractions or to continue applying force against a fixed object. Push-ups are often used to test endurance of arm and shoulder muscles.
- **Flexibility** - the ability to move joints and use muscles through their full range of motion. The sit-and-reach test is a good measure of flexibility of the lower back and backs of the upper legs.

c. **A workout schedule.** How often, how long and how hard you exercise, and the type of exercises you do should be determined by what you are trying to accomplish. Your goals, your present fitness level, age, health, skills, interest and convenience are among the factors you should consider. As stated previously, one of your goals is to pass the Cadet Physical Fitness Test and you should develop and follow a program that will prepare you to meet this goal. So, the physical fitness program for CAP cadets may differ from other students whose goals are good health and the ability to meet work and recreational needs. Your exercise program should include something from each of the four basic fitness components described previously. Each workout should begin with a warm-up and end with a cool-down. As a general rule, space your workouts throughout the week and avoid consecutive days of hard exercise. Here are the amounts of activity necessary for the average healthy person to maintain a minimum level of overall fitness. Included are some of the popular exercises for each category.

- **Warm-up** - 5-10 minutes of exercise such as walking, slow jogging, knee lifts, arm circles or trunk rotations. Low intensity movements that simulate movements to be used in the activity can also be included in the warm-up.
- **Muscular strength** - a minimum of two 20-minute sessions per week that include exercises for all the major muscle groups. Lifting weights is the most effective way to increase strength.
- **Muscular endurance** - at least three 30-minute sessions each week that include exercises such as calisthenics, push-ups, sit-ups, pull-ups, and weight training for all the major muscle groups.
- **Cardiorespiratory endurance** - at least three 20-minute bouts of continuous aerobic (activity requiring oxygen) rhythmic exercise each week. Popular aerobic conditioning activities include brisk walking, jogging, swimming, cycling, rope-jumping, rowing, cross-country skiing, and some continuous action games like racquetball and handball.
- **Flexibility** - 10-12 minutes of daily stretching exercises performed slowly, without a bouncing motion. This can be included after a warm-up or during a cool-down.
- **Cool-down** - a minimum of 5-10 minutes of slow walking, low-level exercise, combined with stretching.
- **Overload** - work hard enough, at levels that are vigorous and long enough to overload your body above its resting level, to bring about improvement.

d. Controlling your weight. The key to weight control is keeping energy intake (food) and energy output (physical activity) in balance. When you consume only as many calories as your body needs, your weight will usually remain constant. If you take in more calories than your body needs, you will put on excess fat. If you expend more energy than you take in, you will burn excess fat. Exercise plays an important role in weight control by increasing energy output, calling on stored calories for extra fuel. Lack of physical activity causes muscles to get soft, and if food intake is not decreased, added body weight is almost always fat.

e. Clothing. All exercise clothing should be loose fitting to permit freedom of movement, and should make the wearer feel comfortable and self-assured. The most important item of equipment for the runner is a pair of sturdy, proper-fitting running shoes. Training shoes with heavy, cushioned soles and arch supports are preferable to flimsy sneakers and light racing flats.

Attachment 7

Personal Vision Planning Worksheet

1. General process. You can reveal a clearer direction for planning how you will develop as a person and as a leader by defining your vision, setting goals, establishing objectives, and developing corresponding mission statements to guide your efforts toward the vision. First, define your vision for your life. Second, set realistic goals that advance you toward achieving your personal vision. Third, select clear and measurable objectives that state what you must become, know, do, and avoid or overcome to achieve your stated goal or goals. Fourth, develop the mission statement consisting of the specific tasks and actions you must accomplish to achieve the stated objectives and goals. Throughout the process, assess the situation and results, and adjust as needed to continue the journey toward your vision.

2. Personal vision planning worksheet. To encourage and assist you in preparing written plans for achieving your vision, personal vision planning worksheets (Figures 9-13) are provided below. The worksheets will help you translate your dreams and aspirations into real plans. You are encouraged to consider different aspects of your life and prepare a personal vision planning worksheet for each. As shown below, your worksheets may focus your personal vision on who you want to become, what you want to do, what you want to learn, what type of family life you want, what level of fitness you want, etc. As needed, refer back to Chapter 10 of this manual to review definitions for vision, goals, objectives, missions and tasks as you prepare the worksheets. You are encouraged to quickly get your thoughts down on paper by completing the worksheets right away. Review and update the worksheets periodically as your situation changes. Develop and add other worksheets as needed to cover other aspects of your life. You can also adapt the planning worksheets for family, team, organization, or other shared or group visions.

3. Personal vision planning and listen, learn, and lead framework. The method outlined in the personal vision planning worksheets for defining and pursuing your personal vision match the listen, learn and lead framework discussed in this training manual. Both, the vision planning process and the leadership development process continue throughout your life. The fact that you may not note the processes consciously does not negate their presence or influence on your development. Use the worksheets on the next few pages as tools to assist you in planning and assessing your progress. For a sample personal vision planning worksheet, review Cadet Symthe's completed worksheet for Vision 1, Figure 14, which is provided at the end of this attachment.

Personal Vision Planning Worksheet

Vision 1

1. If you could be anyone you wanted to be, who would you be, and why?

Supporting Goals

a. What goals must you accomplish to achieve this vision?

(1) List long-range goals in priority.

(2) List short-range goals in priority.

Mission Statement

b. To what purpose must you focus your efforts to achieve the goals stated above? Write your mission statement (include tasks and actions) in present tense stating that purpose. An example mission statement of what you want to become reads, “To develop and practice leadership qualities throughout my life. To study military subjects at each level of education.”

Figure 9. Personal Vision Planning Worksheet – Vision 1

Personal Vision Planning Worksheet

Vision 2

2. If you could do whatever you wanted to do in life, what would it be, and why?

Supporting Goals

a. What goals must you accomplish to achieve this vision?

(1) List long-range goals in priority

(2) List short-range goals in priority

Mission Statement

b. To what purpose must you focus your efforts to achieve the goals stated above? Write your mission statement (include tasks and actions) in present tense stating that purpose. An example mission statement of what you want to do reads, “To develop and maintain an excellent record and reputation as a person of high integrity and character. To gain experience in a wide range of positive activities, and to avoid involvement in negative activities and immoral or illegal activities.”

Figure 10. Personal Vision Planning Worksheet – Vision 2

Personal Vision Planning Worksheet

Vision 3

3. If you could learn whatever you wanted to learn, what would you learn, and why?

Supporting Goals

a. What goals must you accomplish to achieve this vision?

(1) List long-range goals in priority.

(2) List short-range goals in priority

Mission Statement

b. To what purpose must you focus your efforts to achieve the goals stated above? State your mission statement (include tasks and actions) in present tense. An example mission statement of your education vision and what you want to learn reads, “To study hard, read widely, and earn excellent grades while taking classes and courses that prepare me to attend and graduate from a top university or military academy.”

Figure 11. Personal Vision Planning Worksheet – Vision 3

Personal Vision Planning Worksheet

Vision 4

4. If you had the best possible family life, what would that be like?

Supporting Goals

a. What goals must you accomplish to achieve this vision?

(1) List long-range goals in priority.

(2) List short-range goals in priority.

Mission Statement

b. To what purpose must you focus your efforts to achieve the goals stated above? Write your mission statement (include tasks and actions) in present tense stating that purpose. An example mission statement of the type of family life you want reads, "To develop a balanced perspective about study, work, leisure, and spending time with family members."

Figure 12. Personal Vision Planning Worksheet – Vision 4

Personal Vision Planning Worksheet

Vision 5

5. If you could be very physically fit, what would you change about yourself?

Supporting Goals

a. What goals must you accomplish to achieve this vision?

(1) List long-range goals in priority.

(2) List short-range goals in priority.

Mission Statement

b. To what purpose must you focus your efforts to achieve the goals stated above? Write your mission statement (include tasks and actions) in present tense stating that purpose. An example mission statement of your health vision and what type or level of fitness you want to develop reads, "To establish a healthy life style of eating, sleeping, and exercising. To participate in a broad range of active sports and fitness activities. To avoid the consumption of alcoholic drink or illegal drugs, and to refrain from promiscuous or unhealthy sexual activities."

Figure 13. Personal Vision Planning Worksheet – Vision 5

Cadet Smythe Sample Personal Vision Planning Worksheet

Vision 1

1. If you could be anyone you wanted to be, who would you be, and why?

I would like to pilot advanced U.S. Air Force aircraft and spacecraft.

Supporting Goals

- a. What goals must you accomplish to achieve this vision?

Obtain a good education in a scientific or technical field.

Graduate from the U.S. Air Force Academy.

Qualify as a pilot and gain advanced rating as a fighter pilot.

- (1) List long-range goals in priority.

Apply and gain admission to attend the U.S. Air Force Academy.

Study hard, graduate with high academic honors in a scientific or technical field.

Prepare myself for a career as a pilot and military officer.

- (2) List short-range goals in priority.

Do well in CAP; learn rocketry, aerospace education, and earn a civilian pilot license.

Graduate from high school with high academic honors and a well-rounded background.

Be physically fit and avoid use of alcoholic beverages, tobacco, or illegal drugs.

Mission Statement

- b. To what purpose must you focus your efforts to achieve the goals stated above? Write your mission statement (include tasks and actions) in present tense stating that purpose. An example mission statement of what you want to become reads, "To develop and practice leadership qualities throughout my life. To study military subjects at each level of education."

To develop positive character qualities and leadership skills.

Study hard and increase my knowledge in aviation, science, and other technical subjects.

Pursue a career and profession as a military officer and pilot.

Figure 14. Sample Completed Personal Vision Planning Worksheet

Attachment 8

Thoughts on Command and Leadership

Cadet Commander Insights and Helpful Hints

While performing the duties of cadet commander, there are several suggestions that may be useful:

- Apply the principles of leadership and management as you lead others. Do not try to do everything yourself. The talents and skills of individuals within the unit are many and they will achieve goals when asked.
- Establish standards to be achieved by all members, *beginning with yourself*. Then, *realistically* attempt to meet them.
- Mistakes are not disastrous in most cadet situations. Learn from your errors. It is the best way to prevent future mistakes.
- Do not be afraid to take reasonable risks in decision-making. Answers are not always clear in all decision and, therefore, you must make *some* decisions based on gut feelings and trust.
- Do not become discouraged. Persist at what you do, but do not expect that everyone else will. After all, you are the commander.
- Work smartly. Constantly seek honest feedback from your staff and advice from others. Few have the vision and wisdom to make all the right decision based entirely on their own personal knowledge and experience.
- Remember, each of us is human, and subject to weaknesses at times. Temper your disappointment in others (or in yourself) with your understanding of human relations. Use the team approach; it will provide you with backup.
- Your personal integrity and the way you act and talk are the best indicators of your moral fiber. Do not give mixed signals by acting one way as a cadet commander, and a different way as a person.
- Be willing to admit your mistakes, then give yourself and others the opportunity to try again.
- There is no complete list of pointers for commanders, but there is much information. The leadership manual; CAP publications; Listen, Learn and Lead (L3) Training Manual; and countless other documents may help you command. However, it is entirely up to you how to apply what you learned.

Views of a Former Commander

Lt Gen Evan W. Rosencrans, USAF, Retired

*Following is an excerpt from an official U.S. Air Force oral history interview with General Rosencrans that was conducted in July 1984, by Dr. James C. Hasdorff of the USAF Historical Research Center, Maxwell AFB, Alabama.**

General Rosencran's views on leadership and command should be carefully considered by officers aspiring to positions of high authority, as his common sense approach points up the need for serious thought about and commitment to this important aspect of an effective combat force. General Rosencrans concluded his interview with:

Finally, let me address the qualities that I think are necessary in order to be a good leader and a good commander. The first and most important is courage. If you don't have courage, you are never going to be a good commander whatever your other qualifications are. The courage must extend down as well as up. Courage should not be mislabeled loyalty. Although loyalty is a requirement, courage is even more of a requirement.

Second, you must be totally honest. Your integrity must be beyond question at any time of the day or night.

Third, you have to have the ability to see beyond tomorrow. I have met so many colonels who stayed and retired as colonels because they couldn't see anything but what they were looking for tomorrow.

Fourth, we hear a lot about motivation. It's a buzz word. It's kind of like readiness. No one has ever really defined readiness; no one has ever really defined motivation except to say it's the ability to get others to do as you wish them to do. What people forget is, you must change the attitude before you motivate. It's attitude that's the key; then motivation will follow.

Next, you must realize that no inanimate object ever had a problem; people have problems. Airplanes that are broken don't have problems; people have problems with broken airplanes. Mess halls that don't serve good meals don't have problems; people who work in those mess halls have problems serving good meals. You get everything done through people. This relates directly back to what I said about attitude: get the attitude right, and the problems will take care of themselves because the people are motivated.

Next, never lose control of yourself; never raise your voice; never let the situation control you. Even though it appears to be out of hand, you must always be doing something to change the situation if you don't like it. You must never resign yourself to "that is the situation" or "that is the system and that's how it works." That attitude of resignation will defeat you and defeat your people. You must always be attempting to influence the situation.

Next, you must have a working knowledge of what your people are doing. You are not expected to be an expert welder or an expert aircraft mechanic or an expert supply monitor or an expert

cook or anything else, but you have got to know something about all those jobs so that you can discuss them intelligently. You have to discuss them on a personal basis: "What are you doing? Tell me what you are doing and how you are doing it." Let that individual speak to you. When he is speaking to you, that's when you want to have the photographer present, and that photographer takes the picture while that airman or junior officer is speaking to you so that he can send copies of those pictures to his girlfriend and his family and pin it up in the barracks and say, "I told the general." You have got to let him know you are interested in what he is doing. You have got to let him know you know a little bit about it but you want to know more because you are interested in it and it is contributing to the mission. And if possible, learn something about him. If you have worked with a group of people for six months and you don't know something personal about each individual, you are no leader, and you are no commander. It has to be a sincere interest.

Finally, and the most obvious, you must live what you say. If you preach honesty and morality and good conduct and whatever else you preach, such as getting the job done to the best of your ability and getting it done right the first time, that's the way you must live, because if you don't you won't get what you want from your subordinates. You have to be the shining example, and you must never fail. It is easy to be a leader and a commander from eight o'clock in the morning until five o'clock in the afternoon. From five in the afternoon until eight in the morning is when it is tough to be a commander. That's when you have to get out of bed and go get somebody out of jail. That's when the crises come up and you have to function like you have just had 24 hours of sleep and you are perfectly rested and perfectly in control of the situation. You have got to be a commander 24 hours a day. You can't be horsing around the officers club; you can't be making a spectacle of yourself out on the street. You have got to get along not only with your people but with your civilian counterparts with whom you associate.

I say this because I have tried to use these guidelines for being a commander. When I was 24 years old, before I went to Korea, I sat down and I decided at that time there were four things I would have to do so that the day I died I would consider myself successful. These are professional things, not the personal things such as being a good father and raising a family and things like that. In order to be successful, I would have to find out whether or not I was afraid to die. Would I turn and run when somebody shot at me? Would I conduct myself in combat in such a manner that it was obvious that I was afraid to die? I think with the record of 265 combat missions, most of which were ground support, armed reconnaissance, and missions of that nature, I have proven to myself that I will not turn and run when somebody shoots at me and that I am not afraid to die.

Second, I wanted to fly at least 37 combat missions. Where I got the number 37, I will never know, but I felt if I flew that many I would be successful. Obviously, I made that goal.

The third thing was that if I stayed in the Air Force, and I wasn't sure at the age of 24 I was going to make it a career, I wanted to be at least a lieutenant general. Thanks to the work of many people, I became a lieutenant general.

Finally, I wanted to become a millionaire before I died. Obviously, my first three objectives were counterproductive to my fourth, and I haven't reached it yet, but I am still working on it!

*** USAF Oral History Interview No. K239.0594 with Lt Gen Evan W. Rosencrans, USAF, Retired, 26-27 July 1984, San Antonio, Texas, 146-48.**

Contributor

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Disclaimer

The conclusions and opinions expressed in this document are those of the author cultivated in the freedom of expression, academic environment of Air University. They do not reflect the official position of the U.S. Government, Department of Defense, the United States Air Force or the Air University.

Attachment 9 Command Philosophy

Command philosophy is a document used by commanders to convey his or her philosophy about command, the organization commanded, and its members. New incoming commanders use the document to state his or her view of the command's role and mission. The commander will often state proposed objectives and goals to achieve during the period of command and what is expected of members of the command. The commander will highlight values, priorities, guidance, and policies for the command. Command philosophy is an umbrella document to guide the direction of the units under his or her control. Unit members will find it helpful to read and periodically review the philosophy.

Each command philosophy document is unique and should reflect the genuine views of the individual commander. Often, this document introduces the new commander to the members of the command and sets the tone for their interaction. The following command philosophy documents were downloaded from the Internet to provide examples for developing your own command philosophy.

Group 3 Command Philosophy

HEADQUARTERS
GROUP 3, VIRGINIA WING
CIVIL AIR PATROL
UNITED STATES AIR FORCE AUXILIARY

11 November 1999

At many levels in military organizations, commanders publish a command philosophy as a way to ease the transition from one commander to another. Ultimately it becomes a yardstick by which units can reflect upon the words in comparison to the deeds and evaluate how a commander performed. Regardless of the intent, it is a useful task to express how a commander would like to view the units under his or her command. In that spirit, this philosophy expresses my goals for the group and for the character of the individuals who have agreed to serve in Civil Air Patrol.

Group command implies leadership and management functions. The leadership function involves setting a consistent and high standard of appearance and personal conduct. It also includes setting group level goals and objectives, and encouraging squadrons to do the same. The management function means that the Group will attempt to maximize utilization of its resources, including training as well as assigned vehicles and aircraft. Additionally, management includes implementing methods of facilitating the flow of information down to the squadron level.

I view my job as an information manager from two aspects. One is to represent the interests of the squadrons to the wing commander and the other is to represent the wing commander to the squadrons. I can perform the first function best if I am aware of the issues and performance of each squadron. Gathering this information happens in several forms, among them are "info" copies of reports submitted to wing, copies of e-mail correspondence, verbal reports from staff members and visits to units. The second function is best performed by my personal attendance at wing functions and by passing along the intent of wing and higher directives as well as the requirement itself. Balancing these aspects with the reality of time constraints creates compromises. I intend to seek ways to reduce the burdens associated with information flow, such as exploiting electronic media to pass information.

Group Staff. First, group staffs, by their nature, ought to be necessarily small. It is my intent not to skim the more talented members from squadrons. At the wing level, it is appropriate to ask for assistance in manning key staff positions. At the group Level, each key staff position competently filled usually means a corresponding position in a squadron that is now vacant. I would prefer to keep the talent at the level where it offers the most potential for individual members. Group staff is an excellent place for an individual to serve for two or three years and then either return to a squadron or seek a job at the wing level. Group meetings should be concise and meaningful. Groups should perform tasks that are helpful to the squadrons and assist in alleviating some of their administrative burden. I do not intend to keep dormant members on the staff in any capacity.

Squadrons. I intend to let squadron commanders command their squadrons consistent with wing command and CAP guidance. The following are some thoughts about squadrons. Units by their vibrant nature, swell and shrink in talent and number. It would be my hope that each squadron would carefully assess each new member's potential contribution as well as his willingness to fit into the organization. As units change in membership, they undergo subtle character changes as well. Commanders should modify unit goals to capitalize on new capabilities. Commanders should also seek to recruit and train sufficient members to add depth and cross training to the unit. Good units always seem to have one or two replacements for the commander in an understudy role at any time.

It becomes an easy task to attempt too much. The level of commitment and the friction of daily business often exceed predictions. It is far better to execute a few tasks well than to do a poor job at everything. As an adjunct, does your unit have specific goals which members review at least twice a year? What is it that your unit does better than any other unit? Units have various facets that lend themselves to goal setting. The best color guard, the best senior training program, the most responsive emergency service unit and achieving Squadron of Distinction represent admirable goals. Delegate wherever possible.

Just as a group needs to let the squadrons know about activities, functions and requirements passed down from the wing and higher, squadrons need to let the group know how their squadrons are doing. Group commanders receive no information from National Headquarters regarding unit membership or activities. For this reason, information in the form of courtesy copies of reports and e-mail are invaluable toward fulfilling this need.

Squadrons need to help each other wherever possible. Inviting other Squadrons' members to participate in activities and training, providing resources to each other and sharing ideas and programs with each other should be the normal mode of operation. The best commanders routinely work with other CAP units with rewarding results.

Train your members. I have been in squadrons where meetings consist of each member assigned to a staff position dutifully rendering a report on his or her area. That's it. The best meetings integrate training programs with unit goals and train members to become functional participants in CAP missions.

Implied but often overlooked is the moral character of a unit's members. Examples of poor unit values can be observed indirectly by the actions of its members. Do unit members "talk down" other units or misrepresent them? Does the unit as a whole contribute to the betterment of the whole organization (Wing) or does it act only in its best interests? What is the reputation of the unit at higher levels and among other squadrons? The best organizational values revolve around selfless service, integrity and loyalty. All members should practice absolute truthfulness in dealing with others.

In closing, I hope that your participation in Civil Air Patrol proves to be challenging, rewarding and fun. For those of you who have elected to serve in this organization, please accept my thanks for all that you have done or will do with and for the organization.

JAMES L. STOVER, Lt Col, CAP
Commander

(Note: Group 3 is responsible for controlling six squadrons in the Northern Virginia area. Commanders recognize that at this high level, communication, indirect leadership through other commanders, the operation of the staff, and the conduct of meetings are important aspects of commanding successfully.)

11th Bomb Squadron Mission

We are the premier combat and formal training unit in the world! Our mission is to train warriors and provide lethal airpower on demand! This will require us to have the highest integrity, put service before self, strive for excellence in all we do, and do it as safely as possible!

Our Goals

- Take care of our people.
- Provide superior training.
- Improve combat capabilities.
- Improve squadron facilities.
- Increase automation capabilities.
- Plan our future, control our destiny!

Attachment 10

Leader Duties and Checklists

Civil Air Patrol (CAP) publishes Staff Duty Analysis (SDA) directives that prescribe the major actions and details of how tasks are to be accomplished. Most staff officers (cadets and senior members) will never become authorities on every detail of the tasks common to their assignments. However, if an officer knows the general requirements of a position and is familiar with the subject content of all CAP directives, there should be no problem in performing a specific job in a professional manner. This is because the individual can refer quickly to the directives that contain details of the subject area.

As an advanced cadet and a staff officer, it is your responsibility to provide the continuity and professionalism so essential to the excellence of your squadron. You can do this only if you make a concentrated study of the directives appropriate to your assignment, and through further study are prepared to fill other staff assignments as the need arises.

The SDA is split into two halves. The first half of each SDA analyzes the performance requirements. These performance requirements only give an overview of what is to be done. It is your responsibility to find out the details of how to analyze these objectives. When you have done this, you will know how to perform the objective and be familiar with the directives pertaining to it. The second portion of the SDA is the checklist. The checklist provides in-depth assignments. To determine the status of your organization, analyze the requirements associated with each assignment and compare each with your organization. Figure 15, Supply Officer Duties and Checklists, is a sample SDA.

Refer to Leadership: 2000 and Beyond, Volumes II and III, CAPM 50-1, Introduction to Civil Air Patrol, and CAPP 52-14, Staff Duty Analysis Guides for a list of CAP SDA directives and detailed guidance on their use.

Supply Officer Duties and Checklist

Supply Officer Duties

- The supply officer is responsible for all matters about supply.
- Insures proper accountability for CAP property.
- Is responsible for receipt, issue, storage, and proper disposal of all CAP property.
- Distributes and recovers property in coordination with the transportation officer.
- Recommends to commander the allocation and/or reallocation of property within the unit.

Supply Officer Checklist

- ☐ Has a supply officer been appointed in writing? (CAPR 20-1)
- ☐ Is the supply officer familiar with CAP directives in the 67 series? (CAPR 20-1)
- ☐ Has the unit completed the real property survey and submitted it to Wing this year? (CAPR 87-1)
- ☐ Is the supply officer maintaining supply files? (CAPR 67-1)
- ☐ Are surplus uniforms gotten, as needed, from Wing Supply?
- ☐ Are unit supply requests being submitted to the Wing logistics officer? (CAPR 67-1)
- ☐ Are all property items accounted for? (CAPR 67-1)
- ☐ Is CAPF 37 used to account for office equipment used in unit headquarters? (CAPR 67-1)
- ☐ Are supply storage facilities adequate? (CAPR 67-1)
- ☐ Are property disposal actions being completed properly? (CAPR 67-1)
- ☐ Is reallocation of property to other units recommended to the unit commander?
- ☐ Are worn out uniforms destroyed properly?
- ☐ Has current annual unit inventory of nonexpendable property been submitted to the Wing logistics officer? (CAPR 67-1)

Figure 15. Sample SDA Supply Officer Duties and Checklist

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